



# **Kedron State School**

## **Whole School Curriculum Plan**

### **2024**

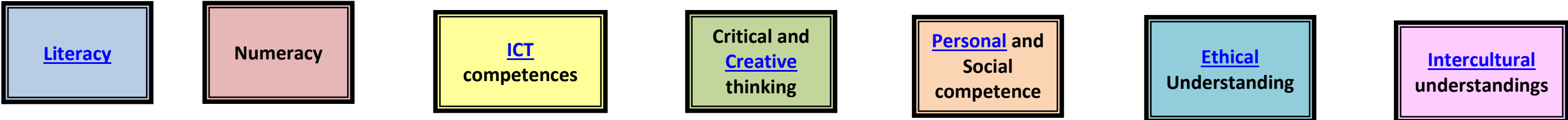
*Connecting every learner, every day in every way for success.*

# Australian Curriculum

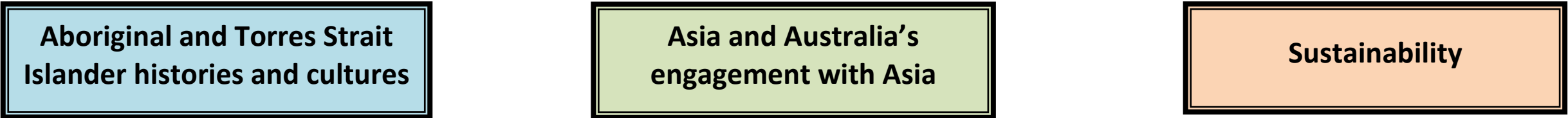
The *Australian Curriculum* sets out the core knowledge, understanding, skills and general capabilities that are important for all Australian students. It describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students.



## General Capabilities



## Cross-curriculum priorities



# Planning for providing the Australian Curriculum in Prep to Year 10 – 2024

Year level	Reporting period	English	Mathematics	Science	Humanities and social sciences	History	Geography	Economics and Business	Civics and Citizenship	Health and Physical Education	Movement and Physical Activity	Personal, Social and Community Health	Technologies	Design Technologies	Digital Technologies	The Arts	Drama	Visual Arts	Media Arts	Dance	Music	Languages	
Prep	Sem 1	■	■	■	■	□	□	■	■	■	■	■	□	■	□	□	■	■	□	□	■	■	□
	Sem 2	■	■	■	■	□	□	■	■	■	■	■	□	■	□	□	■	■	□	□	■	■	□
1	Sem 1	■	■	■	■	□	□	■	■	■	■	■	□	■	□	□	■	■	□	□	■	■	□
	Sem 2	■	■	■	■	□	□	■	■	■	■	■	□	■	□	□	■	■	□	□	■	■	□
2	Sem 1	■	■	■	■	□	□	■	■	■	■	■	□	■	□	□	■	■	□	□	■	■	□
	Sem 2	■	■	■	■	□	□	■	■	■	■	■	□	■	□	□	■	■	□	□	■	■	□
3	Sem 1	■	■	■	■	□	□	■	■	■	■	■	□	■	□	□	■	■	□	□	■	■	□
	Sem 2	■	■	■	■	□	□	■	■	■	■	■	□	■	□	□	■	■	□	□	■	■	□
4	Sem 1	■	■	■	■	□	□	■	■	■	■	■	□	■	□	□	■	■	□	□	■	■	□
	Sem 2	■	■	■	■	□	□	■	■	■	■	■	□	■	□	□	■	■	□	□	■	■	□
5	Sem 1	■	■	■	■	□	□	■	■	■	■	■	□	■	□	□	■	■	□	□	■	■	□
	Sem 2	■	■	■	■	□	□	■	■	■	■	■	□	■	□	□	■	■	□	□	■	■	□
6	Sem 1	■	■	■	■	□	□	■	■	■	■	■	□	■	□	□	■	■	□	□	■	■	□
	Sem 2	■	■	■	■	□	□	■	■	■	■	■	□	■	□	□	■	■	□	□	■	■	□

■ Indicates areas taught and reported on at Kedron State School

■ No achievement standard or content available at this year or band

□ Indicates whether the achievement standard is written for a year and/or a band of years

## 2024 - Whole School Curriculum Planning, Implementation, Assessment and Reporting Portfolios

Year Level	English	Maths	Science	HASS	The Arts 2024, S1 Drama & Media Arts 2025, S1 Visual Arts & Media Arts	The Arts 2024, S2 Dance 2024, S2 Dance	Technology Design Semester 1	Technology Digital Semester 2	Health	PE	Music	Language
Prep	CT	CT	CT	CT	Media: Jaime Davison CT: Drama and Visual Arts	CT: Dance	CT	Jaime Davison	Helen Oxenham	Dave Johnson	Michelle Lupton	
1	CT	CT	CT	CT	Media: Jaime Davison CT: Drama and Visual Arts	CT: Dance	CT	Jaime Davison	Helen Oxenham	Dave Johnson	Michelle Lupton	
2	CT	CT	CT	CT	Jaime Davison	Jaime Davison	CT	Jaime Davison	Helen Oxenham	Dave Johnson	Michelle Lupton	
3	CT	CT	CT	CT	Jaime Davison	Jaime Davison & Creative Dance Industries (T3)	CT	Jaime Davison	Helen Oxenham	Dave Johnson	Michelle Lupton	
4	CT	CT	CT	CT	Jaime Davison	Jaime Davison & Creative Dance Industries (T3)	CT	Jaime Davison	Helen Oxenham	Dave Johnson	Michelle Lupton	Joyce Leung
5	CT	CT	CT	CT	Jaime Davison	Jaime Davison & Creative Dance Industries (T3)	CT	Jaime Davison	Helen Oxenham	Dave Johnson	Michelle Lupton	Joyce Leung
6	CT	CT	CT	CT	Jaime Davison	Jaime Davison & Creative Dance Industries (T3)	CT	Jaime Davison	Helen Oxenham	Dave Johnson	Michelle Lupton	Joyce Leung

All portfolio educators to plan, implement, assess and report.



## 2024 Prep Curriculum Overview

Prep		Term 1 Unit 1	Term 2 Unit 2	Term 3 Unit 3	Term 4 Unit 4
English	Achievement Standard – highlighted aspects for reporting	<p><b>Receptive modes (listening, reading and viewing)</b> By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience. They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. They recognise the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words. They use appropriate interaction skills to listen and respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.</p> <p><b>Productive modes (speaking, writing and creating)</b> Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events. In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, and orally blend and segment sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.</p>	<p><b>Receptive modes (listening, reading and viewing)</b> By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience. They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. They recognise the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words. 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	Unit overviews	<p><b>Unit 1: Enjoying our new world</b> Students listen to and read texts to explore predictable text structures and common visual patterns in a range of literary and non-literary texts, including fiction and non-fiction books and everyday texts. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — <i>Focused teaching and learning, Play, Real-life situations, Investigations and Routines and transitions.</i></p> <p><b>Weeks 1-4:</b> <i>Oral language focus</i> <i>Phonemic awareness focus</i> <i>Foundation Q commence week 2</i></p>	<p><b>Unit 2: Enjoying and retelling stories</b> Students listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain through retelling events. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — <i>Focused teaching and learning, Play, Real-life situations, Investigations, and Routines and transitions.</i> Students sequence events from a range of texts, including stories from Aboriginal peoples and Torres Strait Islander peoples, and select a favourite story to retell to a small group of classmates. They prepare for their spoken retelling by drawing events in sequence and writing simple sentences. <b>Weeks 8-10;</b> focus on information texts by retelling and writing factual sentences.</p>	<p><b>Unit 3: Interacting with others</b> Students listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge and a range of language features. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — <i>Focused teaching and learning, Play, Real-life situations, Investigations and Routines and transitions.</i> Students create a rhyming verse and recite it to a familiar audience. They listen while others present their rhyme and show knowledge of rhyme by identifying the rhyming words that they have used.</p>	<p><b>Unit 4: Responding to text</b> Students have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students create a short imaginative multimodal text that includes illustrations. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — <i>Focused teaching and learning, Play, Real-life situations, Investigations and Routines and transitions.</i></p>
	Assessment	<p><b>Talk about a favourite story</b> Monitoring task - Speaking:</p>	<p><b>Unit 2: Retell a story</b> <i>Informative response – oral</i> Students demonstrate comprehension of, and personal connection to, a familiar story through retelling events to peers.</p>	<p><b>Unit 3: Create and recite a rhyme</b> <i>Imaginative response – oral</i> Students listen to and demonstrate knowledge of rhyme through written and spoken communication.</p> <p><b>Unit 3: Responding to a rhyming story</b> <i>Informative response – oral</i> Students communicate an opinion about a familiar rhyming story and identify the use of rhyme.</p>	<p><b>Unit 4: Reading and comprehending</b> <i>Short answer questions</i> Students read aloud and respond orally to comprehension questions.</p> <p><b>Unit 4: Writing and creating a response to a story</b> <i>Imaginative response – written</i> Students write a letter to a main character from a familiar story and create a supporting image or illustration.</p>

Prep		Term 1 Unit 1	Term 2 Unit 2	Term 3 Unit 3	Term 4 Unit 4
Mathematics	Achievement Standard – highlighted aspects for reporting	By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They <a href="#">compare</a> objects using mass, length and capacity. Students connect events and the days of the week. They <a href="#">explain</a> the order and duration of events. They use appropriate language to <a href="#">describe</a> location.  Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information and make simple inferences.	By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location.  Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information and make simple inferences.	By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location. Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information.	By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location. Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information and make simple inferences.
	Unit overviews	<b>Unit 1</b> Engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real-life situations, routines & transitions. Students have opportunities to develop understandings of: <ul style="list-style-type: none"> <li>Number and place value — recall counting in ones, identify numbers in the environment, represent quantities, compare numbers, recall counting sequences, visualise arrangements to five, match numerals to quantities, count forwards and backwards from different starting points, compare quantities using 'more', 'less', 'same', identify numbers before, after and next in a sequence, order quantities and numerals</li> <li>Patterns and algebra — identify how objects are similar or different, sort objects based on similar features, identify a rule for a 'sort', identify questions, identify patterns in the environment, copy and describe simple patterns, identify patterns within counting sequences</li> <li>Using units of measurement — sequence stages within an activity, compare duration of events using time language, directly compare the size of objects, describe the objects</li> <li>Location and transformation — use positional language to describe location, identify positional opposites, and represent locations with models and images.</li> </ul>	<b>Unit 2</b> Engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions. Students have opportunities to develop understandings of: <ul style="list-style-type: none"> <li>Number and place value — count to identify how many, recall forwards and backwards counting sequences, compare quantities, connect number names, numerals and quantities, represent quantities, partition quantities, subitise collections to five</li> <li>Patterns and algebra — describe repeating patterns, continue repeating patterns, describe repeating patterns using number</li> <li>Using units of measurement — compare the length of objects using direct comparison, compare the height of objects, describe the thickness and length of objects, compare the length of objects using indirect comparison, compare and order durations, order daily events</li> <li>Shape — describe lines, describe familiar two-dimensional shapes, compare and sort objects based on shape and function, construct using familiar three-dimensional objects, explore two-dimensional shapes</li> <li>Location and transformation — identify positions, describe movement, give and follow movement directions, explore locations</li> </ul>	<b>Unit 3</b> Engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real-life situations, routines & transitions. Students have opportunities to develop understandings of: <ul style="list-style-type: none"> <li>Number and place value — compare quantities, equalise quantities, combine small collections, represent addition situations, identify parts and the whole, partition quantities flexibly, share collections, identify equal parts of a whole</li> <li>Patterns and algebra — identify, copy, continue and describe growth patterns, describe equal quantities</li> <li>Using units of measurement — make direct and indirect comparisons of mass, explain comparisons of mass, sequence familiar events in time order, sequence the days of the week, connect days of the week to familiar events</li> <li>Data representation and interpretation — identify questions, answer yes/no questions, use data displays to answer simple questions.</li> </ul>	<b>Unit 4</b> Engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions. Students have opportunities to develop understandings of: <ul style="list-style-type: none"> <li>Number and place value — count forwards and backwards from different starting points; represent quantities; compare quantities, match number names, numerals and quantities; identify parts in a collection; identify addition; join collections; represent addition experiences; make equal groups.</li> <li>Using units of measurement —directly and indirectly compare the mass, length and capacity of objects; directly and indirectly compare the duration of events</li> <li>Location and transformation — describe position, describe direction.</li> </ul>
	Assessment	<b>Unit 1: Grouping familiar objects</b> <i>Interview</i> Students group familiar objects based on common characteristics. <b>Monitoring Task</b> My Life in Prep	<b>Unit 2: Sorting shapes</b> <i>Interview</i> Students sort shapes. <b>Unit 2: Understanding numbers from 1 to 20</b> <i>Interview</i> Students make connections between number names, numerals and quantities up to 10, count to and from 20 and order small collections. <b>Monitoring tasks</b> Data Observation Comparing object using length Dog in a kennel	<b>Unit 3: Answering questions</b> <i>Interview/Observation</i> Students answer simple questions to collect information and make simple inferences. <b>Unit 3: Explaining duration and event sequences</b> <i>Interview/observation</i> Students connect events and days of the week, and explain the order and duration of events. <b>Monitoring Task</b> Comparing objects using mass	<b>Unit 4: Identifying numerals</b> <i>Short answer questions</i> Students connect number names, numerals and quantities up to 10 and count to and from 20. <b>Monitoring Task</b> Early Start

Prep		Term 1	Term 2	Term 3	Term 4
		Unit 1	Unit 3	Unit 2	Unit 4
Science	Achievement Standard – highlighted aspects for reporting	By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things. Students share and reflect on observations, and ask and respond to questions about familiar objects and events.	By the end of Foundation Year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things. Students share observations of familiar objects and events.	By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things. Students share and reflect on observations, and ask and respond to questions about familiar objects and events.	By the end of Foundation Year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things. Students share observations of familiar objects and events.
	Unit overviews	<b>Unit 1: Our living world</b> Students use their senses to observe the needs of living things, both animals and plants. They begin to understand that observing is an important part of science and that scientists discuss and record their observations. Students learn that the survival of all living things is reliant on basic needs being met, and there are consequences when needs are not met. They analyse different types of environments and how each provides for the needs of living things. Students consider the impact of human activity and natural events on basic needs. They share ideas about how they can support and protect living things in the school grounds.	<b>Unit 3: Weather watch</b> Students use their senses to explore and observe the weather in their local environment and learn that we can record our observations using symbols. Students observe that weather can change and identify the features that reflect a change in the weather. They are given opportunities to reflect on the impact of these changes on themselves, in particular on clothing, shelter and activities, through various cultural perspectives. They begin to realise that weather conditions are not the same for everyone. Students also learn about the impact of daily and seasonal changes on plants and animals. Throughout the unit students reflect on how the weather affects living things and have opportunities to communicate their observations about the weather.	<b>Unit 2: Our material world</b> Students examine familiar objects using their senses and understand that objects are made of materials that have observable properties. Through exploration, investigation and discussion, students learn how to describe the properties of the materials from which objects are made and how to pose scientific questions. Students observe and analyse the reciprocal connection between properties of materials, objects and their uses so that they recognise the scientific decision making that occurs in everyday life. Students conduct investigations to determine suitability of materials for a particular purpose and share their ideas and observations using scientific language and representations.	<b>Unit 4: Move it, move it</b> Students engage in activities from the five contexts of learning: Play, Real-life situations, Investigations, Routines and transitions, and Focused learning and teaching. Students use their senses to observe and explore the properties and movement of objects. They recognise that science involves exploring and observing using the senses. Students engage in hands on investigations and respond to questions about the factors that influence movement. They share and reflect on observations and ideas and represent what they observe. Students have the opportunity to apply and explain knowledge of movement in a familiar situation.
	Assessment	<b>Unit 1: Exploring our living world</b> <i>Collection of work</i> Students represent, share and reflect on observations about the needs of living things and how an environment can affect them. Students ask and respond to science questions	<b>Unit 3: Examining the weather</b> <i>Supervised assessment</i> Students suggest how the weather affects themselves and other living things. Students share observations about the weather.	<b>Unit 2: Making a wind ornament</b> <i>Assignment/Project</i> Students describe the observable properties of materials from which an object is made. Students ask and respond to questions and share and reflect on observations.	<b>Unit 4: Investigating movement</b> <i>Collection of work</i> Students describe the properties and behaviour of familiar objects. Students share and reflect on observations and ask questions about familiar objects.

Prep		Semester 1	Semester 2
		Unit 1	Unit 2
HASS	Achievement Standard – highlighted aspects for reporting	By the end of Foundation Year, students identify important events in their own lives and recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. They identify how they, their families and friends know about their past and commemorate events that are important to them. Students respond to questions about their own past and places they belong to. They sequence familiar events in order. They observe the familiar features of places and represent these features and their location on pictorial maps and models. They reflect on their learning to suggest ways they can care for a familiar place. Students relate stories about their past and share and compare observations about familiar places.	By the end of Prep Year, students identify important events in their own lives and recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. They identify how they, their families and friends know about their past and commemorate events that are important to them.  Students respond to questions about their own past and places they belong to. They sequence familiar events in order. They observe the familiar features of places and represent these features and their location on pictorial maps and models. They reflect on their learning to suggest ways they can care for a familiar place. Students relate stories about their past and share and compare observations about familiar places.
	Unit overviews	<b>Unit 1: My family history</b> <b>Inquiry question:</b> <ul style="list-style-type: none"> <li>What is my history and how do I know?</li> </ul> <b>In this unit, students:</b> <ul style="list-style-type: none"> <li>explore the nature and structure of families</li> <li>identify their own personal history, particularly their own family backgrounds and relationships</li> <li>examine diversity within their family and others</li> <li>investigate familiar ways family and friends commemorate past events that are important to them</li> <li>recognise how stories of families and the past can be communicated through sources that represent past events</li> <li>present stories about personal and family events in the past that are commemorated.</li> </ul>	<b>Unit 2: My special places</b> <b>Inquiry question:</b> <ul style="list-style-type: none"> <li>What are places like and what makes them special?</li> </ul> <b>In this unit, students:</b> <ul style="list-style-type: none"> <li>draw on studies at the personal scale, including places where they live or other places that are familiar to them</li> <li>understand that a place has features and a boundary that can be represented on maps or globes</li> <li>recognise that what makes a place special is dependent on how people view the place or use the place</li> <li>observe and represent the location and features of places using pictorial maps and models</li> <li>examine sources to identify ways that people care for special places</li> <li>describe special places and the reasons they are special to people</li> <li>reflect on learning to suggest ways they could contribute to the caring of a special place.</li> </ul>
	Assessment	<b>Unit 1: My family history</b> <b>Collection of work</b> Students explore important events celebrated in their lives, and identify how people and objects help them to remember. The assessment will gather evidence of the student’s ability to: <ul style="list-style-type: none"> <li>identify important events in their own lives</li> <li>identify how they, their families and friends know about their past and commemorate events that are important to them</li> <li>respond to questions about their own past</li> <li>sequence familiar events in order</li> <li>relate a story about their past.</li> </ul> By the end of Foundation Year, students identify important events in their own lives and recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. They identify how they, their families and friends know about their past and commemorate events that are important to them. Students respond to questions about their own past and places they belong to. They sequence familiar events in order. They observe the familiar features of places and represent these features and their location on pictorial maps and models. They reflect on their learning to suggest ways they can care for a familiar place. Students relate stories about their past and share and compare observations about familiar places.	<b>Unit 2: My special places</b> <b>Collection of work</b> Students identify, represent and describe the features of familiar places, and suggest ways to care for a special familiar place. The assessment will gather evidence of the student’s ability to: <ul style="list-style-type: none"> <li>recognise why some places are special to people</li> <li>describe the features of familiar places and recognise that places can be represented on maps and models</li> <li>respond to questions about places they belong to</li> <li>observe the familiar features of places and represent these features and their location on pictorial maps and models</li> <li>reflect on their learning to suggest ways they can care for a familiar place</li> <li>share and compare observations about familiar places.</li> </ul> By the end of Foundation Year, students identify important events in their own lives and recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. They identify how they, their families and friends know about their past and commemorate events that are important to them. Students respond to questions about their own past and places they belong to. They sequence familiar events in order. They observe the familiar features of places and represent these features and their location on pictorial maps and models. They reflect on their learning to suggest ways they can care for a familiar place. Students relate stories about their past and share and compare observations about familiar places.



Prep		Semester 1	Semester 2
		Design Technologies	Digital Technology
Technology	Achievement Standard – highlighted aspects for reporting	<p><b>Foundation to Year 2</b>  <b>Digital technology (aspects of the achievement standard assessed is highlighted in yellow)</b>            By the end of Year 2, students identify how common digital systems (hardware and software) are used to meet specific purposes. They use digital systems to represent simple patterns in data in different ways. Students design solutions to simple problems using a sequence of steps and decisions. They collect familiar data and display them to convey meaning. They create and organise ideas and information using information system(s) and share information in safe online environments.  <b>Prep: 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.</b></p> <p><b>Foundation to Year 2</b>  <b>Design and technologies</b>            By the end of Year 2, students describe the purpose of familiar products, services and environments and how they meet the needs of users and affect others and environments. They identify the features and uses of technologies for each of the prescribed technologies contexts.            With guidance, students create designed solutions for each of the prescribed technologies contexts. They describe given needs or opportunities. Students create and evaluate their ideas and designed solutions based on personal preferences. They communicate design ideas for their designed products, services and environments using modelling and simple drawings. Following sequenced steps, students demonstrate safe use of tools and equipment when producing designed solutions.</p>	
	Unit overviews	<p><b>Unit 2: Grow, grow, grow</b>  <b>Food and fibre production and Food specialisations</b>            In this unit, students will explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating. They will design solutions for a farm to enable successful food and fibre production and make a food product from garden produce.            Students will apply processes and production skills, in:</p> <ul style="list-style-type: none"> <li>investigating how food and fibre are grown to meet human needs</li> <li>generating and developing design ideas for a functional growing environment</li> <li>producing a simple drawing that represents their design</li> <li>evaluating their design and presentation processes, using personal preferences</li> <li>collaborating by working with others and managing by following sequenced steps for the project.</li> </ul> <p>(Partner Unit – Prep Unit 1 Science – Our living world)</p>	<p><b>Unit 1 Computers: Handy Helpers</b>            In this unit students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They will:</p> <ul style="list-style-type: none"> <li>recognise and explore how digital and information systems are used for particular purposes in daily life</li> <li>collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning</li> <li>describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts</li> <li>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</li> <li>work independently and with others to create and organise ideas and information, and share these with known people in safe online environments.</li> </ul>
	Assessment	<p><b>Unit 2: Grow, grow, grow</b>  <i>Portfolio</i>            Students design solutions to help a farmer and make a food from garden produce. Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>describe the purpose of farms and their products and how they meet people's needs</li> <li>identify technologies used to produce food and fibre</li> <li>explain how farms grow food and fibre to meet needs</li> <li>explain how different farm technologies can make the food and fibre grow successfully</li> <li>explain how technologies meet animal and plant needs</li> <li>describes the purpose of farm products that meet food, clothing and shelter needs</li> <li>identify uses of farm technologies</li> <li>state a need for food or fibre</li> <li>name technologies on a farm</li> <li>identify a use, technology or need.</li> </ul>	<p><b>Unit 1 Computers: Handy Helpers</b></p> <p><b>Collection of Work</b>            Students identify the purposes of common digital systems, represent data to make meaning, create and share information using collected data to convey meaning, and design an algorithm to solve a problem.            Part A: Everyday digital systems            Part B: Data discoveries            Part C: Program this</p> <p><b>Content Descriptors</b>            ACTDIK001, ACTDIK002, ACTDIP003, ACTDIP004, ACTDIP006</p>

Prep	Semester 1		Semester 2
	Drama	Media Arts	Dance
The ARTS	<b>Achievement Standard – highlighted aspects for reporting</b> <b>Drama Achievement Standard: Years Prep to 2</b> 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. <b>Visual Arts Achievement Standard: Years Prep to 2</b> 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 <b>Media Arts Achievement Standard: Years Prep to 2</b> 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. <b>Dance Achievement Standard: Years Prep to 2</b> 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		
	<b>Unit 3: Going to the Vet</b> In this unit, students make and respond to drama by exploring the theme of shopping. Students will: <ul style="list-style-type: none"> <li>• explore role and dramatic action in dramatic play, improvisation and process drama focusing on situations involving shopping</li> <li>• use voice, facial expression, movement and space to imagine and establish role and situation</li> <li>• present drama that communicates ideas about shopping to an audience</li> <li>• respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal peoples and Torres Strait Islander peoples.</li> </ul>	<b>Unit 1: New stories</b> Assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>• make artworks in different forms to express ideas, observations and imagination, using different techniques and processes</li> <li>• describe artworks made and viewed, and where and why artworks are made and presented.</li> </ul>	<b>Unit 1: Dancing characters</b> In this unit, students make and respond to dance by exploring characters in stories and rhymes as stimulus. Students will: <ul style="list-style-type: none"> <li>• explore, improvise and organise ideas to make dance sequences using the elements of dance</li> <li>• use fundamental movement skills to develop technical and expressive skills when practising dance sequences</li> <li>• present dance that communicate ideas to an audience, including dance used by cultural groups in the community</li> </ul> respond to dance about stories and characters and consider where and why people dance, starting with dances from Australia including dances of Aboriginal peoples and Torres Strait Islander peoples.
	<b>Unit 3: Shopping fun/Going to the Vet</b> Assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>• describe what happens in drama they make, perform and view</li> <li>• identify some elements of drama and describe where and why there is drama</li> <li>• make and present drama using the elements of role, situation and focus in dramatic play and improvisation.</li> </ul>	<b>Unit 1: New stories</b> Assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>• describe artworks they make</li> <li>• describe artworks they view</li> <li>• describe where and why artworks are made and presented</li> <li>• make artworks in different forms to express their ideas, observations and imagination</li> <li>• make artworks using different techniques and processes</li> </ul>	<b>Unit 1: Dancing characters</b> <b>Practical and respond</b> Assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>• describe the effect of the elements in dance they make, perform and view and where and why people dance</li> <li>• use the elements of dance to perform dance sequences that demonstrate fundamental movement skills to represent ideas</li> <li>• use the elements of dance to make dance sequences that demonstrate fundamental movement skills to represent ideas</li> <li>• demonstrate safe practice</li> </ul>



CURRICULUM	PREP		YEAR 1		YEAR 2	
	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
	MUSIC		MUSIC		MUSIC	
<b>Unit name</b>	<b>Unit 1: Let's sing and play together</b>		<b>Unit 2: Save the world</b>	<b>Unit 3: Different places</b>	<b>Unit 4: Music in our new world</b>	<b>Unit 5: Musical stories</b>
<b>Unit description</b>	In this unit, students explore rhymes and songs as stimulus for music making and responding.		In this unit, students explore a range of songs, rhymes and chants based on the theme of Earth's resources and how they can be used and managed.	In this unit, students explore a range of songs, rhymes and chants based on the theme of different places including their personal, familiar world; people and places far away; weather, seasons, landscapes and the built environment as stimulus for music making and responding.	In this unit, students explore fiction and non-fiction books and everyday texts as stimulus for music making and responding.	In this unit, students make and respond to music by exploring the ways that music can evoke stories, including soundscapes and sound stories, program music and lyric stories.
<b>Assessment</b>	Assessment: - Assessment may gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>communicate about the music they listen to, make and perform together and where and why people make music together</li> <li>improvise, compose, arrange and perform music they sing and play together</li> <li>demonstrate aural skills by staying in tune and keeping in time when they sing and play together.</li> </ul>					
<b>Key Questions</b>	<b>Context as artist and audience</b> What sorts of music are you familiar with? Where and why do people make music? <b>Knowledge as artist and audience</b> What sounds and instruments are used in music? How are the sounds different? How are the elements of music used in musical pieces? <b>Evaluations and judgments as artist and audience</b> What does music make you think about and why? What do you like about music you listen to or make?					

Prep		Term 1	Term 2	Term 3	Term 4
		Unit 1	Unit 2	Unit 3	Unit 4
Health	Achievement Standard – highlighted aspects for reporting	By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They recognise actions that help them be healthy, safe and physically active. They identify different settings where they can be active and how to move and play safely. They describe how their body responds to movement. Students use personal and social skills to include others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.	By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement. Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.	By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement. Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.	By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement. Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.
	Unit Overview	<b>Unit 1: I can do it</b> Students explore information about what makes them unique, identifying their strengths and achievements. Students identify safe settings where they can move and play safely and identify actions that keep them safe in different settings. Students identify different emotions people experience in different situations.	<b>Unit 2: I am Growing and changing</b> Students explore how their bodies are growing and developing, and identify the actions that will keep them healthy, such as diet, hygiene and physical activity.	<b>Unit 3: Looking out for others – Respectful Relationships</b> Students identify and describe different emotions people experience. They explore and practise ways to interact with others in a variety of settings.	<b>Unit 4: I am safe</b> Students identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires. This unit incorporates concepts from the Daniel Morcombe Child Safety Curriculum.
	Assessment	<b>Unit 1: I can do</b> <b>Collection of work</b> Students complete a series of tasks relating to a single cohesive context. Focused observations of these tasks will be recorded in an observation record and compiled to form a collection of work. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>identify different settings where they can be active and how to move and play safely</li> <li>identify and describe the different emotions people experience.</li> </ul>	<b>Unit 2: I am Growing and changing</b> <b>Collection of work</b> Students complete a series of tasks relating to a single cohesive context. Focused observations of these tasks will be recorded in an observation record and compiled to form a collection of work. Assessment may gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>recognise how they are growing and changing</li> <li>recognise actions that help them be healthy, safe and physically active.</li> </ul>	<b>Unit 3: Looking out for others</b> <b>Interview</b> Students complete a series of tasks relating to a single cohesive context. Focused observations of these tasks will be recorded in an observation record and compiled to form a collection of work. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>recognise how they are growing and changing</li> <li>identify actions that help them stay healthy, safe and physically active.</li> </ul>	<b>Unit 4: I am safe</b> Students complete a series of tasks relating to a single cohesive context. Focused observations of these tasks will be recorded in an observation record and compiled to form a collection of work. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>identify actions that help them be safe</li> <li>demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities.</li> </ul>

Prep		Term 1	Term 2	Term 3	Term 4
		Swimming	Coordination	Movement understanding	Swimming
Physical Education	Achievement Standard – highlighted aspects for reporting	<p>By the end of Foundation Year, students <a href="#">recognise</a> how they are growing and changing. They <a href="#">identify</a> and <a href="#">describe</a> the different emotions people experience. They <a href="#">recognise</a> actions that help them be healthy, safe and physically active. They <a href="#">identify</a> different settings where they can be active and how to move and play safely. They <a href="#">describe</a> how their body responds to movement.</p> <p>Students use personal and social skills to include others in a range of activities. They <a href="#">demonstrate</a>, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and <a href="#">solve</a> movement challenges.</p>	<p>By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement.</p> <p>Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.</p>	<p>By the end of Foundation Year, students <a href="#">recognise</a> how they are growing and changing. They <a href="#">identify</a> and <a href="#">describe</a> the different emotions people experience. They <a href="#">recognise</a> actions that help them be healthy, safe and physically active. They <a href="#">identify</a> different settings where they can be active and how to move and play safely. They <a href="#">describe</a> how their body responds to movement.</p> <p>Students use personal and social skills to include others in a range of activities. They <a href="#">demonstrate</a>, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and <a href="#">solve</a> movement challenges.</p>	<p>By the end of Foundation Year, students <a href="#">recognise</a> how they are growing and changing. They <a href="#">identify</a> and <a href="#">describe</a> the different emotions people experience. They <a href="#">recognise</a> actions that help them be healthy, safe and physically active. They <a href="#">identify</a> different settings where they can be active and how to move and play safely. They <a href="#">describe</a> how their body responds to movement.</p> <p>Students use personal and social skills to include others in a range of activities. They <a href="#">demonstrate</a>, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and <a href="#">solve</a> movement challenges.</p>
	Physical Activity	<p><b>Unit: Swimming Safely</b></p> <p>In this unit of work students will explore a range of water safety skills. They will develop an awareness and understanding of water safety and increase water confidence through basic skills.</p>	<p><b>Unit 2: Catch that bean</b></p> <p>Students demonstrate personal and social skills for working with others in a range of activities. They develop the fundamental movement skills of two-handed catching and underarm throwing and explore dynamic balances with beanbags. They apply these skills to solve movement challenges.</p>	<p><b>Unit 1 – Let’s get moving</b></p> <p>Students explore how to move and play safely during physical activity. They develop the fundamental movement skills of running, jumping, hopping and galloping. They apply fundamental movement skills and solve movement challenges.</p>	<p><b>Unit: Water Awareness and Mobility</b></p> <p>In this unit of work students will demonstrate a range of water safety skills. They will develop fundamental skills (floating and kicking with a kickboard) and increase their water confidence.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>practise fundamental movement skills and movement sequences using different body parts and in response to stimuli</li> <li>apply safety rules in an aquatic environment.</li> <li>follow rules when participating in physical activities</li> </ul>
	Assessment	<p><b>Unit 1</b></p> <p><b>Assessment will gather evidence of the student’s ability to:</b></p> <ul style="list-style-type: none"> <li>practise fundamental movement skills and movement sequences using different body parts and in response to stimuli</li> <li>follow rules when participating in physical activities</li> </ul>	<p><b>Unit 2: Catch that bean</b></p> <p><b>Practical</b></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>The assessment will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none"> <li>use personal and social skills when working with others in a range of activities</li> <li>perform fundamental movement skills and solve movement challenges.</li> </ul>	<p><b>Unit 1 – Let’s get moving</b></p> <p><b>Practical</b></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>The assessment will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none"> <li>perform fundamental movement skills</li> <li>solve movement challenges</li> <li>demonstrate, with guidance, practices to keep themselves safe in different activities.</li> </ul>	<p><b>Unit 4: Water Awareness and Mobility</b></p> <p><b>Assessment will gather evidence of the student’s ability to:</b></p> <ul style="list-style-type: none"> <li>safely enter and exit the pool</li> <li>participate in water awareness activities</li> <li>apply rules to keep them safe</li> <li>follow rules in simple water games.</li> </ul>



# 2024 Year 1 Curriculum Overview

Year 1		Term 1		Term 2		Term 3		Term 4	
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 6	Unit 5		
English	Achievement Standard – highlighted aspects for reporting	<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><b>Productive modes (speaking, writing and creating)</b></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.</p> <p>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>		<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.</p> <p>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>		<p><b>Receptive modes (listening, reading and viewing)</b></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><b>Productive modes (speaking, writing and creating)</b></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.</p> <p>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>		<p><b>Receptive modes (listening, reading and viewing)</b></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><b>Productive modes (speaking, writing and creating)</b></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.</p> <p>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>	
	Unit overviews	<p><b>Unit 1: Exploring how a story works</b></p> <p>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><b>Unit 2: Exploring characters in stories</b></p> <p>Students listen to, read, view and interpret spoken, written and multimodal literary texts to identify some features of characters in these texts and to create character descriptions.</p>	<p><b>Term 2; Weeks 7-10</b></p> <p><b>Unit 3: Engaging with poetry</b></p> <p>Students listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting. Students recite a poem to the class.</p>	<p><b>Unit 4: Examining the language of communication – questioning</b></p> <p>Students listen to, read, view and interpret texts with animal characters to explore how they reflect human qualities. Students create an animal character to be included in a literary text, and discuss their choices in an interview.</p>	<p><b>Unit 6: Creating digital procedural texts</b> 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><b>Term 4; Weeks 7-10</b></p> <p><b>Unit 5: Retelling cultural stories</b></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><b>Unit 1: Responding to imaginative texts</b></p> <p><i>Informative response – written</i></p> <p>Students comprehend and respond to imaginative texts (picture books).</p> <p><b>Unit 1: Creating a written retell</b></p> <p><i>Written retell</i></p> <p>Students create a written retell of a familiar narrative using writing and images to portray orientation, complication and resolution.</p>	<p><b>Unit 2: Reading and comprehension</b></p> <p><i>Interview</i></p> <p>Students demonstrate reading accuracy, fluency and comprehension of character development.</p>	<p><b>Unit 2: Character description</b></p> <p><i>Informative response – written</i></p> <p>Students create a character description using writing and images.</p>	<p><b>Unit 3: Comprehending poetry</b></p> <p><i>Written</i></p> <p>Students read, view or listen to a poem, identifying language features and vocabulary used in poetry and recognising literal and implied meaning.</p> <p><b>Unit 3: Poem recitation</b></p> <p><i>Oral</i></p> <p>Students perform a recitation or reading of a poem for a familiar audience.</p>	<p><b>Unit 4: Create and present a character</b></p> <p><i>Informative response – oral</i></p> <p>Students create a new character for a familiar story and discuss choices in an interview.</p>	<p><b>Unit 6: Reading and comprehension</b></p> <p><i>Short answer questions</i></p> <p>Students demonstrate reading accuracy, fluency and understanding of the different purposes of texts.</p> <p><i>Use spelling in U5 GTMJ</i></p>	<p><b>Unit 6: Multimodal procedure</b></p> <p><i>Poster/multimodal presentation</i></p> <p>Students create a digital multimodal procedure, combining and connecting written, visual and spoken elements.</p> <p><b>Weeks 7-9; Digital publication of procedure.</b></p>	<p><b>Unit 5: Retelling of a cultural story</b></p> <p><i>Poster/ multimodal presentation</i></p> <p>Students create and present a retelling of a traditional or cultural story.</p>

Year 1		Term 1	Term 2	Term 3	Term 4
		Unit 1	Unit 2	Unit 3	Unit 4
Mathematics	Achievement Standard – highlighted aspects for reporting	<p>By the end of Year 1, students <b>describe</b> number sequences resulting from skip counting by 2s, 5s and 10s. They <b>identify</b> representations of one half. They <b>recognise</b> Australian coins according to their value. Students <b>explain</b> time durations. They <b>describe</b> two-dimensional shapes and three-dimensional objects. Students <b>describe</b> data displays.</p> <p>Students count to and from 100 and <b>locate</b> 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 <b>classify</b> outcomes of simple familiar events. They collect data by asking questions, <b>draw</b> simple data displays and make simple inferences.</p>	<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. They collect data by asking questions, draw simple data displays and make simple inferences.</p>	<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. They collect data by asking questions, draw simple data displays and make simple inferences.</p>	<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.</p> <p>Students describe data displays. 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. They collect data by asking questions and draw simple data displays and make simple inferences.</p>
	Unit overviews	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value — count numbers, represent the ones counting sequence to and from 100 from any starting point, represent and record the tens 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</li> <li>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</li> <li>Chance — describe the outcomes of familiar events</li> <li>Data representation and interpretation — ask a suitable question for gathering data, gather, record and represent data</li> </ul>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>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</li> <li>Fractions and decimals — investigate wholes and halves, partition to make equal parts</li> <li>Money and financial mathematics — explore features of Australian coins</li> <li>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, describe number patterns</li> <li>Using units of measurement — describe the duration of an hour, explore and tell time to the hour.</li> <li>Shape — investigate the features of three-dimensional objects and two-dimensional shapes, and describe two-dimensional shapes and three-dimensional objects</li> <li>Location and transformation — explore and describe location, investigate and describe position, direction and movement, interpret directions</li> </ul>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>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; add single and two-digit numbers; represent, record and solve simple addition and subtraction problems</li> <li>Money and financial mathematics - recognise, describe and order Australian coins according to their value</li> <li>Patterns and algebra — recall the ones, twos and tens counting sequences; identify number patterns; represent the fives number sequence</li> <li>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, represent times on digital and analogue clocks</li> <li>Shape — identify and describe familiar two-dimensional shapes, describe geometric features of three-dimensional objects</li> <li>Location and transformation — give and follow directions; investigate position, direction and movement.</li> </ul>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value — count collections beyond 100; describe patterns created by skip counting; skip count in 1s, 2s, 5s and 10s; identify missing elements; identify standard place value partitions of two-digit numbers; record numerals and number names for two-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 parts does not affect the total; identify compatible numbers to 10; use compatible numbers to ten to add, describe addition and subtraction processes; use addition facts to solve problems; subtract a multiple of ten from a two-digit number; identify unknown parts in addition and subtraction; solve addition and subtraction problems mental strategies for addition and subtraction problems; recall addition and subtraction number facts</li> <li>Fractions and decimals — identify one half</li> <li>Patterns and algebra — describe and represent growing patterns, apply a pattern rule to continue a growing pattern, describe patterns resulting from addition and subtraction, represent addition and subtraction number patterns</li> <li>Chance — identify the chance of events occurring, predict outcomes of familiar events</li> <li>Data representation and interpretation — ask suitable questions to collect data, collect and represent data.</li> </ul>
	Assessment	<b>Unit 1: Classifying outcomes</b> <i>Written</i> Students classify outcomes of simple familiar events.	<b>Unit 2: Using the language of direction</b> <i>Observation</i> Students give and follow directions to familiar locations.	<b>Unit 3: Measuring using informal units</b> <i>Practical</i> Students measure and order objects based on length and capacity using informal units.	<b>Unit 4: Identifying one half</b> <i>Short answer questions</i> Students identify representations of one half.
		<b>Unit 1: Understanding teen numbers</b> <i>Written</i> Students recognise, model, write and order numbers to 20, locate numbers on a number line and partition numbers using place value.	<b>Unit 2: Describing two-dimensional shapes and three-dimensional objects</b> <i>Interview</i> Students describe two-dimensional shapes and three-dimensional objects.	<b>Unit 3: Explaining duration and telling time</b> <i>Short answer questions</i> Students explain time durations and tell time to the half hour.	<b>Unit 4: Making inferences from collected data</b> <i>Short answer questions</i> Students collect data by asking questions, draw and describe data displays and make simple inferences.
		<b>Unit 1: Representing and solving addition</b> <i>Written</i> Students carry out simple addition problems using a range of strategies.	<b>U2 Investigating the value of Australian coins</b> <i>Inquiry Questions</i> Students use simple strategies to reason and solve a money inquiry question.	<b>Creating and describing skip counting in tens</b> Students describe number sequences resulting from skip counting by 2s, 5s and 10s. To continue simple patterns involving numbers and objects	<b>Unit 4: Adding and subtracting counting strategies</b> <i>Short answer questions</i> Students carry out simple addition and subtraction
<b>Unit 1: Investigating data representation (optional)</b> <i>Observation</i> Students use simple strategies to reason and solve a data inquiry question.		<b>U3 Understanding number sequences and recognising Australian coins</b> <i>Short answer questions</i> Students describe number sequences resulting from skip counting by twos, fives and tens, count to and from 100 and locate numbers on a number line. Students recognise Australian coins according to their value.		<b>Unit 4: Investigating number facts (optional)</b> <i>Portfolio</i> Students use simple strategies to reason and solve number inquiry questions	



Year 1		Term 1	Term 2	Term 3	Term 4
		Unit 1	Unit 2	Unit 3	Unit 4
Science	Achievement Standard – highlighted aspects for reporting	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. 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.	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. 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.	By the end of Year 1, students <b>describe objects and events</b> that they encounter in their everyday lives, and the effects of interacting with materials and objects. They identify a range of habitats. They <b>describe changes</b> to things in their local environment and suggest how science helps people care for environments. Students make predictions, and investigate everyday phenomena. They follow instructions to record and sort their observations and <b>share</b> their observations with others.	By the end of Year 1, students <b>describe objects and events</b> that they encounter in their everyday lives, and the effects of interacting with materials and objects. They identify a range of habitats. They <b>describe changes</b> to things in their local environment and suggest how science helps people care for environments. Students make predictions, and investigate everyday phenomena. They follow instructions to record and sort their observations and <b>share</b> their observations with others.
	Unit overviews	<b>Unit 1: Living adventure</b> Students make links between external features of living things and the environments in which they live. They consider how the needs of living things are met in a variety of habitats. They compare differences between healthy and unhealthy habitats, and suggest how changes to habitats can affect how the needs of living things are met. Students understand that science helps people care for environments and living things and they use science knowledge to recommend changes to improve habitats and care for the environment. They share observations using scientific and everyday language.	<b>Unit 2: Material madness</b> Students explore how everyday materials can be physically changed in a variety of ways according to their properties. They describe the actions used to physically change materials to make objects for different purposes, understanding that science involves asking questions about and describing changes to objects that are used in their everyday lives. Students respond to questions, make predictions and participate in guided investigations exploring the effects of making changes to materials and objects. They use a range of methods to sort information and collect and record observations, comparing them with the observations of others. They modify a material for a given purpose, test their modifications and compare their observations with predictions.	<b>Unit 3: Changes around me</b> Students describe the observable features of a variety of landscapes and skies. They consider changes in the sky and landscape and the impact of these changes on themselves and other living things. Students represent observable features and share ideas with others about changes in the sky and landscapes and how they affect everyday life.	<b>Unit 4: Exploring light and sound</b> Students explore sources of light and sound. They manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects. They examine how light and sound are useful in everyday life. They respond to and ask questions. They make predictions and share observations, comparing their observations with predictions and with each other. They sort observations and represent and communicate their understandings in a variety of ways.
	Assessment	<b>Unit 1: Describing a habitat</b> <i>Short answer questions</i> Students describe changes in their local environment and how different places meet the needs of living things. Students respond to questions, make predictions and share their observations with others.	<b>Unit 2: Rocking the boat</b> <i>Supervised assessment</i> 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.	<b>Unit 3: Exploring sky and land</b> <i>Poster/multi-modal presentation</i> Students describe objects and events that they encounter in their everyday lives. Students describe changes in the local environment. Students respond to questions and sort and share observations.	<b>Unit 4: Investigating light and sound</b> <i>Experimental investigation</i> Students participate in a guided investigation designing a toy that makes sound and describe the effects of interacting with it. Students sort objects according to criteria and share observations with others.

Year 1		Semester 1	Semester 2
		Unit 1	Unit 2
HASS	Achievement Standard – highlighted aspects for reporting	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>
	Unit overviews	<p><b>Unit 1: My changing life</b></p> <p><b>Inquiry question:</b></p> <ul style="list-style-type: none"> <li>How has my family and daily life changed over time?</li> </ul> <p><b>In this unit, students:</b></p> <ul style="list-style-type: none"> <li>explore family structures and the roles of family members over time</li> <li>recognise events that happened in the past may be memorable or have personal significance</li> <li>identify and describe important dates and changes in their own lives</li> <li>compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences</li> <li>respond to questions about the recent past</li> <li>sequence and describe events of personal significance using terms to describe the passing of time</li> <li>examine sources, such as images, objects and family stories, that have personal significance</li> <li>share stories about the past.</li> </ul>	<p><b>Unit 2: My changing world</b></p> <p><b>Inquiry question:</b></p> <ul style="list-style-type: none"> <li>What are the features of my local places and how have they changed?</li> </ul> <p><b>In this unit, students:</b></p> <ul style="list-style-type: none"> <li>draw on studies at the personal and local scale, including familiar places, e.g. the school, local park and local shops</li> <li>recognise that the features of places can be natural, managed or constructed</li> <li>identify and describe the natural, constructed and managed features of places</li> <li>examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places</li> <li>represent local places using pictorial maps and describe local places using the language of direction and location</li> <li>respond to questions to find out about the features of places, the activities that occur in places and the care of places</li> <li>collect and record geographical data and information, such as observations to investigate a local place</li> <li>reflect on learning to respond to questions about how places and their features can be cared for.</li> </ul>
	Assessment	<p><b>Portfolio</b></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"> <li>identify and describe important changes in their own lives</li> <li>explain how some aspects of daily life have changed over recent time while others have remained the same</li> <li>respond to questions about the recent past</li> <li>sequence personal changes and family events in order</li> <li>interpret information from sources provided</li> <li>share stories about the past using everyday terms to denote the passing of time.</li> </ul>	<p><b>Research</b></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"> <li>identify and describe the features of places and their location at a local scale and identify changes to the features of places</li> <li>recognise that people describe the features of places differently and describe how places can be cared for</li> <li>respond to questions about unfamiliar places by collecting and interpreting information and data from observations and from sources provided</li> <li>represent the location of different places and their features on labelled maps</li> <li>reflect on learning to suggest ways they can care for places</li> <li>present observations and findings using everyday terms to describe direction and location.</li> </ul>

Year 1		Semester 1	Semester 2
		Design Technology	Digital Technology
Technology	Achievement Standard – highlighted aspects for reporting	<p><b>Foundation to Year 2</b></p> <p><b>Digital technology (aspects of the achievement standard assessed is highlighted in yellow)</b></p> <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. 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> <p><b>Design technology</b></p> <p><b>Foundation to Year 2</b></p> <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>	
	Unit overviews	<p><b>Unit 3: It's Showtime!</b></p> <p><b>Materials and technologies specialisations</b></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"> <li>investigating materials, technologies for shaping and joining, and how designs meet people's needs</li> <li>generating and developing design ideas</li> <li>producing a puppet that meets the design brief</li> <li>evaluating their design and production processes</li> <li>collaborating and managing by working with others and by sequencing the steps for the project.</li> </ul> <p>Suggested partner units:</p> <p>Science Year 1 Unit 2 — Material madness</p>	<p><b>Unit 1 Computers: Handy Helpers</b></p> <p>Students identify the purposes of common digital systems, represent data to make meaning, create and share information using collected data to convey meaning, and design an algorithm to solve a problem.</p> <p><b>Digital Systems:</b> Hardware and software</p> <ul style="list-style-type: none"> <li>Students explore and carry out some key functions on digital systems to meet a purpose.</li> </ul> <p><b>Explore Data:</b> Data is all around us</p> <ul style="list-style-type: none"> <li>Represent data as symbols, numbers and pictures. Collect, sort and present data in a digital format.</li> </ul> <p><b>Sequences:</b> An introduction to Algorithms</p> <ul style="list-style-type: none"> <li>Explore algorithms through guided play, including hands-on and interactive learning experiences.</li> </ul> <p><b>Online Safety:</b> Online safety</p> <ul style="list-style-type: none"> <li>Explore what personal information is safe to share online.</li> </ul>
	Assessment	<p><b>Unit 3: It's Showtime!</b></p> <p><b>Materials and technologies specialisations</b></p> <p><i>Portfolio</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"> <li>describe the purpose of puppets and how they meet the needs of users</li> <li>identify features of materials</li> <li>describe features of materials used when making puppets</li> <li>link reasons for their choice to function of puppet</li> <li>identify characteristics and properties of materials and puppet parts</li> <li>describe purpose of puppet</li> <li>identify appropriate materials</li> <li>link feature of a material to purpose</li> <li>select a purpose for a puppet.</li> </ul>	<p><b>Unit 1 Computers: Handy Helpers</b></p> <p><b>Collection of Work</b></p> <p>Digital Systems (ACTDIK001)</p> <ul style="list-style-type: none"> <li>Students can identify how common digital systems (hardware and software) are used to meet specific purposes.</li> </ul> <p>Explore Data: (ACTDIK002 &amp; ACTDIP003)</p> <ul style="list-style-type: none"> <li>Students can collect familiar data and display them to convey meaning. They can use digital systems to represent simple patterns in data in different ways.</li> </ul> <p>Sequences: (ACTDIP004)</p> <ul style="list-style-type: none"> <li>Students can design solutions to simple problems using a sequence of steps and decisions.</li> </ul> <p>Online Safety: (ACTDIP005)</p> <ul style="list-style-type: none"> <li>Students can create and organise ideas and information using information systems and share information in safe online environments.</li> </ul>

Year 1	Semester 1		Semester 2
	Drama	Media Arts	Dance
The Arts	<p><b>Achievement Standard – highlighted aspects for reporting</b></p> <p><b>Drama Achievement Standard: Years Prep to 2</b> 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><b>Visual Arts Achievement Standard: Years Prep to 2</b> 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> <p><b>Media Arts Achievement Standard: Years Prep to 2</b> 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><b>Dance Achievement Standard: Years Prep to 2</b> 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><b>Year 1: Unit 5: Stories come to life</b> In this unit, students make and respond to drama by using picture books as a stimulus as they bring them to life with voice, movement, soundscapes and improvisations for performance. Students will:</p> <ul style="list-style-type: none"> <li>• explore role and dramatic action in dramatic play and improvisation</li> <li>• use voice, facial expression, movement, space and focus to imagine and establish role and situation</li> <li>• present drama that communicates ideas based on a picture book</li> <li>• respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal peoples and Torres Strait Islander peoples.</li> </ul>	<p><b>Unit 3: Family portraits</b> In this unit, students use digital manipulation to present alternative representations of family portraiture. Students will:</p> <ul style="list-style-type: none"> <li>• explore contemporary family portrait representations in the form of digital collage combining representations of family members to communicate relationships</li> <li>• experiment with abstraction and media technology (photographing, selecting, copying, pasting, moving, resizing, rotating, grouping and adding sound) to manipulate existing images</li> <li>• present manipulated images in digital or print form to share understanding of generational relationships</li> <li>• describe and discuss the representation of family relationships in the work of other students and artists, starting with media from Australia, including media artworks of Aboriginal peoples and Torres Strait Islander peoples to respond to meaning and visual language.</li> </ul>	<p><b>Unit 2: Shape dance</b> In this unit, students make and respond to dance by exploring two-dimensional shapes and three-dimensional objects as stimulus. Students will:</p> <ul style="list-style-type: none"> <li>• explore, improvise and organise by exploring ideas about shapes and objects to make dance sequences using the elements of dance (space, time, dynamics, relationships)</li> <li>• use fundamental movement skills to develop technical skills when practising dance sequences</li> <li>• present dance sequences that communicate ideas about shapes and objects to an audience</li> <li>• respond to dances, considering the use of shape and where and why people dance, including dances of Aboriginal peoples and Torres Strait Islander peoples and Asian peoples.</li> </ul>
	<p><b>Assessment</b></p> <p><b>Year 1: Unit 5: Stories come to life</b> Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• describe what happens in drama they make, perform and view that explores poetry as a stimulus</li> <li>• identify some elements in drama that explores poetry as a stimulus and describe where and why there is drama</li> <li>• make and present drama that explores poetry as a stimulus; using the elements of role, situation and focus in dramatic play and improvisation.</li> </ul>	<p><b>Unit 3: Family portraits</b> Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• communicate about media artworks they make and view, and where and why media artworks are made</li> </ul> <p>make and share media artworks using story principles, composition, sound and technologies.</p>	<p><b>Unit 2: Shape dance</b> Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• describe the effect of the elements in dance they make, perform and view and where and why people</li> <li>• use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas.</li> <li>• demonstrate safe practice.</li> </ul>



# Kedron State School Australian Curriculum: The Arts

## Prep – Year 2 *Band plan Music*

CURRICULUM	PREP		YEAR 1		YEAR 2	
	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
	MUSIC		MUSIC		MUSIC	
<b>Unit name</b>	Unit 1: Let's sing and play together		Unit 2: Save the world	Unit 3: Different places	Unit 4: Music in our new world	Unit 5: Musical stories
<b>Unit description</b>	In this unit, students explore rhymes and songs as stimulus for music making and responding.		In this unit, students explore a range of songs, rhymes and chants based on the theme of Earth's resources and how they can be used and managed.	In this unit, students explore a range of songs, rhymes and chants based on the theme of different places including their personal, familiar world; people and places far away; weather, seasons, landscapes and the built environment as stimulus for music making and responding.	In this unit, students explore fiction and non-fiction books and everyday texts as stimulus for music making and responding.	In this unit, students make and respond to music by exploring the ways that music can evoke stories, including soundscapes and sound stories, program music and lyric stories.

ASSESSMENT		PREP		YEAR 1		YEAR 2	
		SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
		Music	Music	Music	Music	Music	Music
<b>Range and balance of summative assessment conventions</b>	<b>Title</b>	Unit 1: Let's sing and play together	Unit 1: Let's sing and play together	Unit 2: Save the world	Unit 3: Different places	Unit 4: Music in our new world	Unit 5: Musical stories
	<b>Technique</b>	communicate about the music they listen to, make and perform together and where and why people make music together improvise, compose, arrange and perform music they sing and play together demonstrate aural skills by staying in tune and keeping in time when they sing and play together.	communicate about the music they listen to, make and perform together and where and why people make music together improvise, compose, arrange and perform music they sing and play together demonstrate aural skills by staying in tune and keeping in time when they sing and play together.	communicate about music they listen to, make and perform around the theme of the earth's resources and where and why people make music about the earth's resources improvise, compose, arrange and perform music about the earth's resources demonstrate aural skills by staying in tune and keeping in time when they sing and play music about the earth's resources.	communicate about the music they listen to, make and perform from different places, and about where and why people make music in different places improvise, compose, arrange and perform music about different places demonstrate aural skills by staying in tune and keeping in time when they sing and play music from different places.	communicate about the music they listen to, make and perform in the world around them and where and why people make music in the local community improvise, compose, arrange and perform music drawn from texts demonstrate aural skills by staying in tune and keeping in time when they sing and play music about their world.	communicate about the music they listen to, make and perform in the form of stories and where and why people make music in the form of stories improvise, compose, arrange and perform music that tells a story demonstrate aural skills by staying in tune and keeping in time when they sing and play music in the form of stories.
	<b>Type and Mode</b>	<i>Composing, Performing, Responding</i>	<i>Composing, Performing, Responding</i>	<i>Composing, Performing, Responding</i>	<i>Composing, Performing, Responding</i>	<i>Composing, Performing, Responding</i>	<i>Composing, Performing, Responding</i>
	<b>Conditions</b>	<ul style="list-style-type: none"> <li>Undertaken individually and/or in groups</li> <li>Undertaken in class time</li> <li>Stimulus material provided prior to the assessment</li> <li>Students able to seek assistance and support from their teacher regarding the development of their composition and performance</li> </ul>	<ul style="list-style-type: none"> <li>Undertaken individually and/or in groups</li> <li>Undertaken in class time</li> <li>Stimulus material provided prior to the assessment</li> <li>Students able to seek assistance and support from their teacher regarding the development of their composition and performance</li> </ul>	There are no recommended times or lengths in Years P–2 Band Undertaken individually and/or in groups Stimulus material provided prior to assessment	Undertaken individually and/or in groups Undertaken in class time over several lessons Students able to seek assistance from their teacher regarding the development of their composition, performance, comprehension and interpretation of sources Individual contributions assessed in collaborative tasks	Undertaken individually and/or in groups Undertaken in class time over several lessons Individual contributions assessed in collaborative tasks Stimulus material provided by the teacher	Undertaken individually and/or in groups Undertaken in class time over several lessons Students able to seek assistance from their teacher regarding the development of their composition, performance, comprehension and interpretation of sources Individual contributions assessed in collaborative tasks
<b>Aspects of the achievement standard</b>							
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.							

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

Year 1		Term 1	Term 2	Term 3	Term 4
		Swimming	Athletics	Games	Swimming
Physical Education	Achievement Standard – highlighted aspects for reporting	By the end of Year 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities. Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.	By the end of Year 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities. Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.	By the end of Year 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities. Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.	By the end of Year 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities. Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.
	Unit overview	<b>Unit: Tadpole tales - Stroke Development</b> In this context, students develop aquatic skills and swimming strokes. Students will perform aquatic skills in a sequence that incorporates the elements of movement. Students will: <ul style="list-style-type: none"> <li>follow rules and safe practices required at the pool</li> <li>develop aquatic skills and the recognised strokes of freestyle and backstroke</li> <li>refine aquatic and swimming skills sequences through exploring the elements of movement.</li> </ul>	<b>Unit 2: I'm a 'balliever'</b> Students perform fundamental movement skills of two-handed throwing and two-handed catching, soccer dribbling and basketball dribbling. They test alternatives to solve large ball challenges and identify how the heart reacts to various physical activities.	<b>Unit 3: Catch me if you can</b> In this unit, students will demonstrate dodging and running skills and test alternatives to evade others/objects in tagging games. Students will demonstrate strategies to work in groups and play fairly during tagging games. They will demonstrate strategies to work in groups and play fairly during tagging games. Students will: <ul style="list-style-type: none"> <li>demonstrate positive ways to interact others</li> <li>apply rules required to participate fairly in physical activities, including simple games</li> <li>perform running and dodging fundamental movement skills</li> <li>test alternatives and solve movement challenges.</li> <li>participate in games</li> <li>perform fundamental movement skills</li> </ul>	<b>Unit: Tadpole tales 2</b> Students will perform an aquatic skills sequence that incorporates the elements of under, over and through the water. They will also perform the recognised strokes of freestyle and backstroke. Students will create and participate in simple games with or without equipment.  Students will: <ul style="list-style-type: none"> <li>perform movement sequences that incorporate the elements of movement.</li> <li>create and participate in games with or without equipment</li> <li>perform fundamental movement skills in a variety of movement sequences and situations</li> <li>demonstrate fundamental movement skills in a variety of movement sequences</li> </ul>
	Assessment	<b>Tadpole tales 1 - Stroke Development</b> Assessment will include aquatic skills and swimming strokes. Students will: <ul style="list-style-type: none"> <li>demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges.</li> <li>perform movement sequences that incorporate the elements of movement.</li> </ul>	<b>Practical</b> 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: <ul style="list-style-type: none"> <li>demonstrate fundamental movement skills in a variety of movement situations</li> <li>demonstrate fundamental movement skills in a variety of movement situations and test alternatives to solve movement challenges</li> <li>identify how the body reacts to different physical activities.</li> </ul>	<b>Catch me if you can</b> Assessment will include fundamental movement skills in relation to running, tagging, dodging, cooperative and positive game participation and playing fairly. Students will: <ul style="list-style-type: none"> <li>perform dodging with speed and fluency</li> <li>test alternatives to solve movement challenges</li> <li>demonstrate dodging and running skills and tests alternatives to evade others/objects in tagging games</li> <li>demonstrate ways to interact positively with others</li> </ul>	<b>Tadpole tales 2</b> Assessment will include fundamental movement skills in relation to basic swimming stroke technique and breathing.  Students will: <ul style="list-style-type: none"> <li>Perform an aquatic skill sequence that includes moving under over and through the water</li> <li>use a kickboard to support</li> <li>develop a simple movement sequence in the pool (2 – 3 movement components)</li> <li>With the support of a kickboard-: <ul style="list-style-type: none"> <li>lift my arm out of the water and reach back and to re-enter above the head.</li> <li>push and glide from the side of the pool.</li> <li>independently kick laying on back</li> </ul> </li> </ul>



## 2024 Year 2 Curriculum Overview

Year 2		Term 1	Term 2		Term 3	Term 4		
		Unit 4 aligns with science and design technology	Unit 5	Unit 1	Units 6 (aspects of Unit 2)	Unit 3	Data Informed Cycle of Learning	
English	Achievement standard	<p><b>Receptive modes (listening, reading and viewing)</b></p> <p>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.</p> <p>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><b>Productive modes (speaking, writing and creating)</b></p> <p>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. 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>	<p><b>Receptive modes (listening, reading and viewing)</b></p> <p>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. 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They use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters.</p>		<p><b>Receptive modes (listening, reading and viewing)</b></p> <p>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><b>Productive modes (speaking, writing and creating)</b></p> <p>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. 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>	
	Unit overviews	<p><b>Unit 4: Exploring procedural text</b></p> <p>Students listen to, read and view a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text. Students create, rehearse and present a procedure in front of their peers</p>	<p><b>Term 2; Weeks 7-10</b></p> <p><b>Unit 5: Exploring informative texts</b></p> <p>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><b>Unit 1: Reading, writing and performing poetry</b></p> <p>Students read and listen to a range of poems to create a poetry innovation. Students present their poem or rhyme to a familiar audience and explain their preference for aspects of poems</p>	<p><b>Unit 6 with aspects of Unit 2 focusing on..... : Stories of families and friendships by exploring characterisation in stories.</b></p> <p>Students explore texts to analyse how stories convey a message about issues that relate to families and friends. Students write an imaginative new narrative about family relationships and/or friendships for a familiar animal character with imaginative images that match the text for the purpose of engaging an audience.</p>		<p><b>Unit 3: Exploring characters</b></p> <p>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>A cohort designed unit of learning responsive to key year level achievement elements that require further teaching, learning and consolidation.</p> <p>Evidence will be gathered using formative and summative assessment throughout Semester 2.</p>
	Assessment	<p><b>Unit 4: Multimodal procedure</b> <i>Poster/ multimodal presentation</i></p> <p>Students create, rehearse and present a multimodal procedure.</p> <p><b>Unit 4: Reading and Comprehension</b></p> <p>To read and comprehend an imaginative text and a procedural text and respond to literal and inferential questions.</p>	<p><b>Unit 5: Writing an informative text</b></p> <p>Informative response – written</p> <p>Students create an informative text with a supporting image.</p> <p><i>include spelling and punctuation for an onbalance judgement</i></p>	<p><b>Unit 5: Writing an informative text</b></p> <p>Informative response – written</p> <p>Students create an informative text with a supporting image.</p>	<p><b>Unit 6: Imaginative narrative</b></p> <p><i>Imaginative response – written</i></p> <p>Students create a new narrative about family relationships and/or friendships for a familiar animal character and support the narrative with appropriate images to match the story.</p> <p><b>Unit 6: Reading comprehension</b></p> <p><i>Short answer questions</i></p> <p><i>Students read aloud and respond to comprehension questions with oral responses focusing on literal and inferred meaning.</i></p>		<p><b>Unit 3: Reading and comprehension</b></p> <p><i>Oral</i></p> <p>Students demonstrate reading accuracy and respond orally to comprehension questions.</p> <p><b>Unit 3: Expressing a preference for a character</b></p> <p><i>Informative response – written</i></p> <p>Students compare characters in two versions of the same story and express a preference for a character</p>	



Year 2		Term 1 Unit 1	Term 2 Unit 2	Term 3 Unit 3	Term 4 Unit 4
Mathematics	Achievement standard	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>
	Unit overviews	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>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, represent 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.</li> <li>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.</li> <li>Chance — identify every day events that involve chance, describe chance outcomes, describe events as likely, unlikely, certain, impossible.</li> <li>Data representation and interpretation — collect simple data, record data in lists and tables, display data in a picture graph, describe outcomes of data investigations.</li> </ul>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value — recall addition and subtraction number facts, represent two-digit numbers, partition two-digit numbers into place value parts, represent addition situations, describe part-part-whole relationships, add &amp; subtract single and two-digit numbers, solve addition and subtraction problems, represent multiplication, represent division, solve simple grouping and sharing problems.</li> <li>Fractions and decimals — represent halves and quarters and eighths of shapes, represent halves and quarters of collections, represent eighths of shapes and collections, describe the connection between halves, quarters and eighths, and solve simple number problems involving halves, quarters and eighths.</li> <li>Money and financial mathematics — describe the features of Australian coins, count coin collections, identify equivalent combinations, identify \$5 &amp; \$10 notes, count small collections of coins and notes Patterns and algebra — identify the 3s counting sequence, describe number patterns, identify missing elements in counting patterns, and solve simple number pattern problems.</li> <li>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.</li> <li>Shape — recognise and name familiar 2D shapes, describe the features of 2D shapes, draw 2D shapes and describe the features of familiar 3D objects.</li> <li>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</li> </ul>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>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, and count large collections.</li> <li>Fractions and decimals — divide shapes and collections into halves, quarters and eighths, solve simple fraction problems.</li> <li>Money and financial mathematics — count collections of coins and notes, make and compare money amounts, read and write money amounts, compare money amounts.</li> <li>Using units of measurement — compare and order objects, measure length, area and capacity using informal units, identify purposes for calendars, explore seasons and calendars.</li> <li>Location and transformation — describe the effect of one-step transformations including turns, flips and slides, and identify turns, flips and slides in real world situations.</li> </ul>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value - recall addition and subtraction number facts, use the inverse relationship, identify compatible numbers, add single-digit and two-digit numbers, add three-digit numbers and subtract two-digit numbers, identify related addition and subtraction facts, use place value to solve addition and subtraction problems.</li> <li>Fractions and decimals — identify halves, quarter and eighths of shapes and collections.</li> <li>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.</li> <li>Shape — draw and describe two-dimensional shapes, describe the features of three-dimensional objects.</li> <li>Location and transformation — identify half and quarter turns, represent flips and slides, interpret simple maps.</li> <li>Chance — predict the likelihood of an event based on data.</li> <li>Data representation and interpretation — Use data to answer questions, represent data.</li> </ul>
	Assessment	<p><b>Unit 1: Counting and calculating to and from 1000</b> <i>Short answer questions</i> Students count to and from 1000 and perform simple addition and subtraction problems using a range of strategies.</p> <p><b>Unit 1: Collecting and representing data</b> <i>Short answer questions</i> Students collect, organise and represent data to make simple inferences.</p>	<p><b>Unit 2: Identifying number patterns and telling time to the quarter hour</b> <i>Exam/Test</i> Students describe number patterns, identify missing elements and tell time to the quarter hour.</p> <p><b>Unit 2: Recognising the value of money and performing simple addition and subtraction calculations</b> <i>Exam/Test</i> Students associate collections of Australian notes and coins with their values. They solve simple addition and subtraction problems using a range of strategies.</p>	<p><b>Unit 3: Counting, multiplying and dividing</b> <i>Short answer questions</i> Students count, model and represent numbers to and from 1000, represent multiplication, area by grouping into sets. They divide collections and shapes into halves, quarters and eighths and solve problems. <b>Unit 3: Ordering shapes and objects using informal units</b> <i>Short answer questions</i> Students measure, compare and order several objects using uniform informal units.</p>	<p><b>Unit 4: Representing data and chance</b> <i>Short answer questions</i> Students describe outcomes for everyday events, collect, organise, represent and make sense of collected data and make simple inferences.</p> <p><b>Unit 4: Recognising two-dimensional shapes and three-dimensional objects</b> <i>Short answer questions</i> Students draw two-dimensional shapes, recognise the features of three-dimensional objects.</p>
	<p><b>Unit 1: Investigating outcomes of daily events (optional)</b> <i>Assignment/Project</i> Students use simple strategies to reason and solve a chance inquiry question.</p>	<p><b>Unit 2: Investigating simple maps of familiar locations (optional)</b> <i>Assignment/Project</i> Students use simple strategies to reason and solve a location inquiry question.</p>	<p><b>Unit 3: Using a calendar to identify dates, months and seasons</b> <i>Short answer questions</i> Students use a calendar to identify dates and the months included in seasons.</p> <p><b>Unit 3: Investigating numbers to 1000 (optional)</b> <i>Assignment/Project</i> Students use simple strategies to reason and solve a number inquiry question.</p>	<p><b>Unit 4: Explaining transformations</b> <i>Short answer questions</i> Students explain the effects of one-step transformations.</p> <p><b>Unit 4: Investigating shapes and location (optional)</b> <i>Assignment/Project</i> Students use simple strategies to reason and solve a number and location inquiry question.</p>	

Year 2		Term 1 Unit 1	Term 2 Unit 2	Term 3 Unit 3	Term 4 Unit 4
Science	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 questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They follow instructions to record and represent their observations and communicate their ideas to others.</p>	<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>	<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>	<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>
	Unit overviews	<p><b>Unit 2: Toy factory</b></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><b>Unit 1: Mix, make and use</b></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><b>Unit 3: Good to grow</b></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><b>Unit 4: Save planet Earth</b></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>
	Assessment	<p><b>Unit 2: Designing a toy</b> <i>Experimental investigation</i></p> <p>Students design a toy that moves with a push or pull, and describe a change to the toy and how it affects the toy's movement. They pose an investigation question and make a prediction about the toy's movement. Students represent and communicate observations and ideas.</p>	<p><b>Unit 1: Combining materials for a purpose</b> <i>Experimental investigation</i></p> <p>Students investigate the combination of materials used to make an object for a particular purpose. They record and represent observations and communicate ideas.</p>	<p><b>Unit 3: Exploring growth</b> <i>Supervised assessment</i></p> <p>Students describe and represent the changes to a living thing in its life stages. They compare the life stages of two different living things.</p>	<p><b>Unit 4: Using Earth's resources</b> <i>Report</i></p> <p>Students identify different uses of one of Earth's resources and describe ways to conserve it. They use informal measurements to make observations.</p>

Year 2		Semester 1	Semester 2
		Unit 1	Unit 2
HASS	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>	<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>
	Unit overviews	<p><b>Unit 1: Present Connections to places</b>  <b>Inquiry question:</b></p> <ul style="list-style-type: none"> <li>How are people connected to their place and other places?</li> </ul> <p><b>In this unit, students:</b></p> <ul style="list-style-type: none"> <li>draw on representations of the world as geographical divisions and the location of Australia</li> <li>recognise that each place has a location on the surface of Earth, which can be expressed using direction and location of one place from another</li> <li>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</li> <li>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</li> <li>represent connections between places by constructing maps and using symbols</li> <li>examine geographical information and data to identify ways people, including Aboriginal peoples and Torres Strait Islander peoples, are connected to places and factors that influence those connections</li> <li>respond with ideas about why significant places should be preserved and how people can act to preserve them.</li> </ul>	<p><b>Unit 2: Impacts of technology over time</b>  <b>Inquiry question:</b></p> <ul style="list-style-type: none"> <li>How have changes in technology shaped our daily life?</li> </ul> <p><b>In this unit, students:</b></p> <ul style="list-style-type: none"> <li>investigate continuity and change in technology used in the home, e.g. in toys or household products</li> <li>compare and contrast features of objects from the past and present</li> <li>sequence key developments in the use of a particular object in daily life over time</li> <li>pose questions about objects from the past and present</li> <li>describe ways technology has impacted on peoples' lives making them different from those of previous generations</li> <li>use information gathered for an investigation to develop a narrative about the past.</li> </ul>
	Assessment	<p><b>Unit 1: Present connections to places</b>  <b>Supervised assessment</b></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"> <li>describe a site of significance in the local community and explain why places are important to people</li> <li>recognise the world is divided into geographic divisions and that places can be described at different scales</li> <li>describe how people in different places are connected to each other and identify factors that influence these connections</li> <li>recognise that places have different meaning for people and why the significant features of places should be preserved</li> <li>locate information from observations and from sources provided</li> <li>sort and record data in tables, plans and on labelled maps</li> <li>pose questions about familiar and unfamiliar places</li> <li>interpret information and data to identify a point of view and draw simple conclusions</li> <li>suggest ways to care for places and sites of significance</li> <li>communicate findings in a range of texts using language to describe direction and location.</li> </ul>	<p><b>Unit 2: Impacts of technology over time</b>  <b>Research</b></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"> <li>identify how and why the lives of people have changed over time while others have remained the same</li> <li>pose questions about the past</li> <li>locate information from observations and from sources provided</li> <li>sequence familiar objects and events in order</li> <li>compare objects from the past and present</li> <li>interpret information to draw simple conclusions</li> <li>develop narratives about the past using language to describe the passing of time.</li> </ul>

Year 2		Semester 1	Semester 2
		Design Technologies	Digital Technologies
Technology	Achievement standard	<p><b>DesignTechnology</b> <b>Foundation to Year 2</b></p> <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 some technologies for each of the prescribed technologies contexts. With guidance students create designed solutions for each of the prescribed technologies contexts. They describe given needs or opportunities. Students create and evaluate their ideas and designed solutions based on personal preferences. They communicate design ideas for their designed products, services and environments using modelling and simple drawings. Following sequenced steps students demonstrate safe use of tools and equipment when producing designed solutions.</p>	<p><b>Digital Technology</b> <b>Foundation to Year 2</b></p> <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>
	Unit overviews	<p><b>Unit 1: Engineering principles and systems: Spin it!</b></p> <p>In this unit, students will explore how technologies use forces to create movement in products. They will design and make a spinning toy for a small child that is fun and easy to use. Suggestions for alternate projects are also described.</p> <p>Students will apply processes and production skills, in:</p> <ul style="list-style-type: none"> <li>investigating spinning toys from around the world, and analysing how they are made and how they work</li> <li>generating and developing design ideas, and communicating these using simple drawings</li> <li>producing a functional product that appeals to the client</li> <li>evaluating their design and production processes</li> <li>collaborating and managing by working with others and by sequencing the steps for the project.</li> </ul> <p>Suggested partner unit:</p> <p>Aligns with: Science Year 2 Unit 2 – Toy factory</p>	<p><b>Unit 1 Computers: Handy Helpers</b></p> <p>Students identify the purposes of common digital systems, represent data to make meaning, create and share information using collected data to convey meaning, and design an algorithm to solve a problem.</p> <p>In this unit students will:</p> <p><b>Digital Systems:</b> Changes in technology</p> <ul style="list-style-type: none"> <li>Use the focus of the various changes in technology to explore digital systems and their use.</li> </ul> <p><b>Explore Data:</b> Exploring Data</p> <ul style="list-style-type: none"> <li>Represent data in a variety of different ways. Collect, sort and present data in digital formats.</li> </ul> <p><b>Sequences:</b> Pre-programming</p> <ul style="list-style-type: none"> <li>Learn basic computational skills – working out steps and decisions to solve simple problems.</li> </ul> <p><b>Online Safety:</b> Staying safe online</p> <ul style="list-style-type: none"> <li>Explore bookmarked websites to gather information for a class context.</li> </ul>
	Assessment	<p><b>Spin it!: Portfolio</b></p> <p>Students create a spinning toy by applying their understanding of how forces create movement and by using skills of investigating, generating designs, producing, evaluating and managing.</p>	<p><b>Unit 1 Computers: Handy Helpers</b> <b>Collection of Work</b></p> <p>Assessment of student learning will be gathered in an online sharing space from three tasks.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>identify how common digital systems (hardware and software) are used to meet specific purposes</li> <li>use digital systems to represent simple patterns in data in different ways</li> <li>collect familiar data and display them to convey meaning</li> <li>design solutions to simple problems using a sequence of steps and decisions</li> <li>create and organise ideas and information using information systems and share information in a safe online environment for the Who Am I? game.</li> </ul> <p><b>Content Descriptors</b></p> <ul style="list-style-type: none"> <li>Recognise and explore digital systems (hardware and software components)</li> <li>Recognise and explore patterns in data and represent data as pictures, symbols and diagrams</li> <li>Collect, explore and sort data, and use digital systems to present the data creatively</li> <li>Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems (Scratch Junior)</li> <li>Explore how people safely use common information systems to meet information, communication and recreation needs</li> <li>Create and organise ideas and information using information systems independently (and with others), and share these with known people in safe online environments (Airdrop)</li> </ul>

Year 2		Semester 1		Semester 2
		Drama	Media Arts	Dance
The ARTS	Achievement standard	<p><b>Drama Achievement Standard: Years Prep to 2</b></p> <p>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><b>Media Arts Achievement Standard: Years Prep to 2</b></p> <p>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><b>Dance Achievement Standard: Years Prep to 2</b></p> <p>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>
	Unit overviews	<p><b>Year 2: Unit 3: Shopping Fun</b></p> <p>In this unit, students make and respond to drama by exploring the theme of shopping. Students will:</p> <ul style="list-style-type: none"> <li>• explore role and dramatic action in dramatic play, improvisation and process drama focusing on situations involving shopping</li> <li>• use voice, facial expression, movement and space to imagine and establish role and situation</li> <li>• present drama that communicates ideas about shopping to an audience</li> <li>• respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal peoples and Torres Strait Islander peoples.</li> </ul>	<p><b>Unit 2: Look again</b></p> <p>In this unit, students explore manipulation and representation of self. Students will:</p> <ul style="list-style-type: none"> <li>• observe and respond to a range of photographic portraits that incorporate props or manipulation</li> <li>• experiment with technologies to create photographic portraits that represent moments in time, and share and discuss the ideas the photographic portraits communicate</li> <li>• describe the technology and methods used in photographic portraits</li> <li>• consider where, when and why they were made.</li> <li>•</li> </ul>	<p><b>Unit 4: Cultural Dance</b></p> <p>In this unit, students make and respond to dance by exploring dance from other countries and cultural groups as stimulus. Students will:</p> <ul style="list-style-type: none"> <li>• explore, improvise and organise ideas by exploring dances from countries/cultural groups (as appropriate) to develop their own dance sequences using the elements of dance (space, time, dynamics, relationships)</li> <li>• use fundamental movement skills to develop technical skills when practising dance sequences from other countries/communities</li> <li>• present dance sequences that communicate new dance ideas to an audience</li> <li>• respond to dances from a range of countries/communities, considering where and why people dance, including dances of Aboriginal peoples, Torres Strait Islander peoples and Asian peoples.</li> </ul> <p>Unit 4 developed using the Australian Curriculum: Dance Years Prep to 2 Content Descriptions and Achievement Standard.</p>
	Assessment	<p><b>Year 2: Unit 3: Shopping Fun</b></p> <p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• describe what happens in drama they make, perform and view that explores poetry as a stimulus</li> <li>• identify some elements in drama that explores poetry as a stimulus and describe where and why there is drama</li> <li>• make and present drama that explores poetry as a stimulus; using the elements of role, situation and focus in dramatic play and improvisation.</li> </ul>	<p><b>Unit 2: Look again</b></p> <p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• communicate about media artworks they make and view, and where and why media artworks are made</li> <li>• make and share media artworks using story principles, composition, sound and technologies.</li> </ul>	<p><b>Unit 4: Cultural Dance</b></p> <p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• use the elements of dance to perform dance sequences that demonstrate fundamental movement skills to represent ideas</li> <li>• use the elements of dance to make dance sequences that demonstrate fundamental movement skills to represent ideas</li> <li>• demonstrate safe practice</li> <li>• describe the effect of the elements in dance they make, perform and view</li> <li>• describe where and why people dance.</li> </ul>



# Kedron State School Australian Curriculum: The Arts

## Prep – Year 2 *Band plan* Music

CURRICULUM	PREP		YEAR 1		YEAR 2	
	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
	MUSIC		MUSIC		MUSIC	
<b>Unit name</b>	Unit 1: Let's sing and play together		Unit 2: Save the world	Unit 3: Different places	Unit 4: Music in our new world	Unit 5: Musical stories
<b>Unit description</b>	In this unit, students explore rhymes and songs as stimulus for music making and responding.		In this unit, students explore a range of songs, rhymes and chants based on the theme of Earth's resources and how they can be used and managed.	In this unit, students explore a range of songs, rhymes and chants based on the theme of different places including their personal, familiar world; people and places far away; weather, seasons, landscapes and the built environment as stimulus for music making and responding.	In this unit, students explore fiction and non-fiction books and everyday texts as stimulus for music making and responding.	In this unit, students make and respond to music by exploring the ways that music can evoke stories, including soundscapes and sound stories, program music and lyric stories.

ASSESSMENT		PREP		YEAR 1		YEAR 2	
		SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
		Music	Music	Music	Music	Music	Music
<b>Range and balance of summative assessment conventions</b>	<b>Title</b>	Unit 1: Let's sing and play together	Unit 1: Let's sing and play together	Unit 2: Save the world	Unit 3: Different places	Unit 4: Music in our new world	Unit 5: Musical stories
	<b>Technique</b>	communicate about the music they listen to, make and perform together and where and why people make music together improvise, compose, arrange and perform music they sing and play together demonstrate aural skills by staying in tune and keeping in time when they sing and play together.	communicate about the music they listen to, make and perform together and where and why people make music together improvise, compose, arrange and perform music they sing and play together demonstrate aural skills by staying in tune and keeping in time when they sing and play together.	communicate about music they listen to, make and perform around the theme of the earth's resources and where and why people make music about the earth's resources improvise, compose, arrange and perform music about the earth's resources demonstrate aural skills by staying in tune and keeping in time when they sing and play music about the earth's resources.	communicate about the music they listen to, make and perform from different places, and about where and why people make music in different places improvise, compose, arrange and perform music about different places demonstrate aural skills by staying in tune and keeping in time when they sing and play music from different places.	communicate about the music they listen to, make and perform in the world around them and where and why people make music in the local community improvise, compose, arrange and perform music drawn from texts demonstrate aural skills by staying in tune and keeping in time when they sing and play music about their world.	communicate about the music they listen to, make and perform in the form of stories and where and why people make music in the form of stories improvise, compose, arrange and perform music that tells a story demonstrate aural skills by staying in tune and keeping in time when they sing and play music in the form of stories.
	<b>Type and Mode</b>	<i>Composing, Performing, Responding</i>	<i>Composing, Performing, Responding</i>	<i>Composing, Performing, Responding</i>	<i>Composing, Performing, Responding</i>	<i>Composing, Performing, Responding</i>	<i>Composing, Performing, Responding</i>
	<b>Conditions</b>	<ul style="list-style-type: none"> <li>Undertaken individually and/or in groups</li> <li>Undertaken in class time</li> <li>Stimulus material provided prior to the assessment</li> <li>Students able to seek assistance and support from their teacher regarding the development of their composition and performance</li> </ul>	<ul style="list-style-type: none"> <li>Undertaken individually and/or in groups</li> <li>Undertaken in class time</li> <li>Stimulus material provided prior to the assessment</li> <li>Students able to seek assistance and support from their teacher regarding the development of their composition and performance</li> </ul>	There are no recommended times or lengths in Years P–2 Band Undertaken individually and/or in groups Stimulus material provided prior to assessment	Undertaken individually and/or in groups Undertaken in class time over several lessons Students able to seek assistance from their teacher regarding the development of their composition, performance, comprehension and interpretation of sources Individual contributions assessed in collaborative tasks	Undertaken individually and/or in groups Undertaken in class time over several lessons Individual contributions assessed in collaborative tasks Stimulus material provided by the teacher	Undertaken individually and/or in groups Undertaken in class time over several lessons Students able to seek assistance from their teacher regarding the development of their composition, performance, comprehension and interpretation of sources Individual contributions assessed in collaborative tasks
<b>Aspects of the achievement standard</b>							
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.							

Year 2		Term 1 Unit 1	Term 2 Unit 3	Term 3 Unit 2	Term 4 Unit 4
Health	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 [and] 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>	<p>By the end of Year 2, students describe changes that occur as they grow older. They recognise diversity and how it contributes to identities. They recognise how emotional responses impact on others feelings. They examine messages related to health decisions and describe actions that help 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 different movement situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.</p>	<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>	<p>By the end of Year 2, students describe changes that occur as they grow older. They recognise diversity and how it contributes to identities. They recognise how emotional responses impact on others feelings. They examine messages related to health decisions and describe actions that help 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 different movement situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.</p>
	Unit overviews	<p><b>Unit 1: My classroom is healthy, safe and active</b></p> <p>Students investigate the concept of what health is and the foods and activities that make them healthy. They explore opportunities in the classroom environment where healthy and safe practices can be implemented. Students identify the actions that they can apply to keep themselves and others healthy and safe in their classroom.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>understand what health means</li> <li>understand what makes the classroom a healthy and safe environment</li> <li>understand the actions that can be taken to keep themselves and others healthy and safe in the classroom.</li> </ul>	<p><b>Unit 2: Our culture</b></p> <p>Students explore what shapes their own, their family and classroom's identity. They examine strengths and achievements in individual and groups and ways to include others to make them feel they belong. Students explore the importance of celebrating who they are and respecting each other's differences.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>recognise the influences that shape personal, family and classroom identities</li> <li>examine how different characteristics make people, families and classrooms unique</li> <li>recognise similarities and differences between individuals and within a group</li> <li>identify the feelings people experience when included in groups and excluded from groups</li> <li>understand how similarities, differences and changes are celebrated by different people</li> <li>recognise ways to show respect towards others' similarities and differences.</li> </ul>	<p><b>Unit 3: Stay safe – Respectful Relationships</b></p> <p>Students explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and identify 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"> <li>understand their personal responsibility in staying safe</li> <li>understand how to stay safe in the wider community</li> <li>recognise the clues that can be used to recognise safe and unsafe situations</li> <li>understand the emotions they feel in response to safe and unsafe situations</li> <li>identify strategies and actions that can be used by students to keep themselves safe and ask for help if necessary</li> <li>examine sun safe strategies to promote their own <i>health, safety and wellbeing</i>.</li> </ul> <p><i>This unit incorporates concepts from the Daniel Morecombe Child Safety Curriculum.</i></p>	<p><b>Unit 4: Message targets</b></p> <p>Students examine the purpose of advertising and the techniques used to engage children. They explore health messages seen in advertising and how they can be used to make good decisions about their own and others' health and wellbeing.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>understand advertising techniques and the purpose of advertising</li> <li>interpret health messages and how they influence people's decisions and behaviours</li> <li>understand how advertisements are used to promote healthy behaviours</li> <li>recognise how to make decisions that promote their own health and wellbeing</li> <li>use their knowledge of advertising and health messages to create a health promoting poster.</li> </ul>
	Assessment	<p><b>Unit 1: My classroom is healthy, safe and active Assignment/Project</b></p> <p>Students complete an assignment. They 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"> <li>describe actions that help keep themselves and others healthy and safe</li> </ul> <p>select and apply strategies to keep themselves and others healthy and safe.</p>	<p><b>Unit 2: Our culture Assignment/Project</b></p> <p>Students complete an assignment. They read the personal profiles of individuals from diverse backgrounds and explore their identity to produce a picture book describing themselves and their cultural identity.</p> <p>The assessment will gather evidence of the student's ability to:</p> <p>recognise how strengths and achievements contribute to identities.</p>	<p><b>Unit 3: Stay safe Collection of work</b></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>Students 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"> <li>describe changes that occur as they grow older</li> <li>identify how emotional responses impact on others' feelings</li> <li>select and apply strategies to keep themselves safe and are able to ask for help with tasks or problems.</li> </ul>	<p><b>Unit 4: Message targets Collection of work</b></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> <p>examine messages related to health decisions and describe how to keep themselves and others healthy and physically active.</p>

Year 2		Term 1	Term 2	Term 3	Term 4
		Swimming	Gymnastics	Games	Swimming
Physical Education	Achievement standard	<p>By the end of Year 2, students <b>describe</b> changes that occur as they grow older. They <b>recognise</b> how strengths and achievements contribute to identities. They <b>identify</b> how emotional responses impact on others' feelings. They <b>examine</b> messages related to health decisions and <b>describe</b> how to keep themselves and others healthy, safe and physically active. They <b>identify</b> areas where they can be active and how the body reacts to different physical activities.</p> <p>Students <b>demonstrate</b> positive ways to interact with others. They <b>select</b> and <b>apply</b> strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They <b>demonstrate fundamental movement skills in a variety of movement sequences</b> and situations and test alternatives to <b>solve</b> movement challenges. They perform movement sequences that incorporate the elements of movement.</p>	<p>By the end of Year 2, students describe changes that occur as they grow older. They recognise diversity and how it contributes to identities. They recognise how emotional responses impact on others' feelings. They examine messages related to health decisions and describe actions that help 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 them healthy and safe and are able to ask for help. They demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.</p>	<p>By the end of Year 2, students describe changes that occur as they grow older. They recognise diversity and how it contributes to identities. They recognise how emotional responses impact on others' feelings. They examine messages related to health decisions and describe actions that help 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 them healthy and safe and are able to ask for help. They demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.</p>	<p>By the end of Year 2, students <b>describe</b> changes that occur as they grow older. They <b>recognise</b> how strengths and achievements contribute to identities. They <b>identify</b> how emotional responses impact on others' feelings. They <b>examine</b> messages related to health decisions and <b>describe</b> how to keep themselves and others healthy, safe and physically active. They <b>identify</b> areas where they can be active and how the body reacts to different physical activities.</p> <p>Students <b>demonstrate</b> positive ways to interact with others. They <b>select</b> and <b>apply</b> strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They <b>demonstrate fundamental movement skills in a variety of movement sequences</b> and situations and test alternatives to <b>solve</b> movement challenges. They perform movement sequences that incorporate the elements of movement.</p>
	Unit overview	<p><b>Unit 1 - Dancing dolphins</b></p> <p>In this unit students will perform an aquatic skills sequence that incorporates the elements of under, over and through the water. They will also perform the recognised strokes of freestyle and backstroke. Students will create and participate in a simple game with or without equipment.</p>	<p><b>Unit 3: Ropes and rhymes</b></p> <p>Students perform long-rope skipping sequences to rhymes. They identify how their heart reacts to skipping.</p>	<p><b>Unit 4: What's your target?</b></p> <p>Students demonstrate fundamental movement skills (instep pass, punt kick and one hand strike) and test alternatives to solve movement challenges (to reach their targets)</p>	<p><b>Dancing dolphins</b></p> <p>In this unit students will perform an aquatic skills sequence that incorporates the elements of under, over and through the water. They will also perform the recognised strokes of freestyle and backstroke.</p>
	Assessment	<p><b>Unit 1 - Dancing dolphins</b> <b>Practical</b></p> <p>Students will develop aquatic skills and swimming strokes.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>perform fundamental movement skills in a variety of movement sequences and situations develop aquatic skills using different body parts to travel in different directions</li> <li>demonstrate fundamental movement skills in a variety of movement sequences</li> <li>perform movement sequences that incorporate the elements of movement.</li> <li>create and participate in games with or without equipment</li> </ul>	<p><b>Unit 3: Ropes and rhymes</b> <b>Practical</b></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"> <li>perform movement sequences that incorporate the elements of movement</li> <li>identify how the body reacts to different physical activities.</li> </ul>	<p><b>Unit 4: What's your target?</b> <b>Practical</b></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"> <li>demonstrate fundamental movement skills in different movement situations</li> <li>demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges.</li> </ul>	<p><b>Unit 2 - Dancing dolphins</b> Assessment: Practical</p> <p>Students will develop aquatic skills and swimming strokes.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>perform fundamental movement skills in a variety of movement sequences and situations develop aquatic skills using different body parts to travel in different directions</li> <li>demonstrate fundamental movement skills in a variety of movement sequences</li> <li>perform movement sequences that incorporate the elements of movement.</li> </ul>





## 2024 Year 3 Curriculum Overview

Year 3		Term 1 Units 1 & 3	Term 2 Unit 2	Term 3 Unit 5	Term 4 Unit 6
English	Achievement standard	<p><b>Receptive modes (listening, reading and viewing)</b> 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><b>Productive modes (speaking, writing and creating)</b> 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>	<p><b>Receptive modes (listening, reading and viewing)</b> 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 to their own lives and to other texts. They listen to others' views and respond appropriately using interaction skills.</p> <p><b>Productive modes (speaking, writing and creating)</b> 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>	<p><b>Receptive modes (listening, reading and viewing)</b> 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><b>Productive modes (speaking, writing and creating)</b> 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>	<p><b>Receptive modes (listening, reading and viewing)</b> 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><b>Productive modes (speaking, writing and creating)</b> 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>
	Unit overviews	<p><b>Units 1 &amp; 3: Analysing and creating persuasive texts; exploring character and setting in texts</b> Students read, view and analyse persuasive, informative and literary texts. Students demonstrate their understanding of persuasive, informative and literary texts by examining ways language features are used to influence a known audience. They use this language to create persuasive letter that links to the literary text.</p>	<p><b>Unit 2: Investigating characters</b> Students listen to, view and read a novel to explore the authors' use of descriptive language in the construction of characters. They complete a reading log that analyses characters from the novel. Students read an extract from the novel and answer questions using comprehension strategies to build literal and inferred meaning of the text. They write a short imaginative narrative based on a familiar theme.</p>	<p><b>Unit 5: Examining imaginative texts</b> Students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual features used to suit context, purpose and audience. They create a multimodal imaginative text.</p>	<p><b>Unit 6: Reading, writing and performing poetry</b> 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><b>Unit 1: Persuasive texts</b> <i>Persuasive response – written</i> Students examine ways persuasive language features within a letter are used to influence a known audience. <i>I Want an Iguana</i></p>	<p><b>Unit 2: Imaginative narrative</b> <i>Imaginative response – written</i> <b>Students write an imaginative narrative on a familiar theme of 'friendship' that develops characters.</b></p>	<p><b>Unit 5: Reading comprehension</b> <i>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><b>Unit 6: Writing and presenting poetry</b> <i>Imaginative response – oral</i> Students write and present an adaptation of a poem.</p>
		<p><b>Unit 2: Reading comprehension</b> <i>Exam/Test</i> Students comprehend literal and implied meaning in a text and identify and explain the author's use of language.</p>	<p><b>Unit 5: Creating a multimodal text</b> <i>Poster/multimodal presentation</i> Students create a multimodal imaginative text about overcoming a fear, using software.</p>		

Year 3		Term 1 Unit 1	Term 2 Unit 2	Term 3 Unit 3	Term 4 Unit 4
Mathematics	Achievement standard	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>
	Unit overviews	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value — count to 1 000; investigate the 2s, 3s, 5s and 10s number sequences; identify odd and even numbers; represent three-digit numbers; compare and order three-digit numbers; partition numbers (standard and non-standard place value partitioning); recall addition facts and related subtraction facts; represent and solve addition problems; add two-digit, single-digit and three-digit numbers; subtract two-digit and three-digit numbers; represent multiplication; solve simple problems involving multiplication; recall multiplication number facts</li> <li>Using units of measurement — tell time to five-minute intervals; identify one metre as a standard metric unit; represent a metre; measure with metres</li> <li>Chance — conduct chance experiments; describe the outcomes of chance experiments; identify variations in the results of chance experiments</li> <li>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.</li> </ul>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> <li>Patterns and algebra — infer pattern rules from familiar number patterns, identify and continue additive number patterns, identify missing elements in number patterns</li> <li>Shape — identify and describe the features of familiar three-dimensional objects, make models of three dimensional objects</li> <li>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</li> <li>Geometric reasoning — identify angles in the environment, construct angles with materials, compare the size of familiar angles in everyday situations.</li> </ul>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value — count and sequences beyond 1 000, represent, combine and partition three-digit and four-digit numbers flexibly, use place value to add (written strategy), represent multiplication as arrays and repeated addition, identify part-part-whole relationships in multiplication and division situations, add and subtract two-digit numbers and three-digit numbers, 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 strategies to add and subtract</li> <li>Fractions and decimals — represent and compare unit fractions of shapes and collections, represent familiar unit fractions symbolically, solve simple problems involving, halves, thirds, quarters and eighths</li> <li>Money and financial mathematics — represent money amount in different ways, compare values, count collections of coins and notes accurately and efficiently, choose appropriate coins and notes for shopping situations, calculate change and simple totals.</li> <li>Patterns and algebra — identify number patterns to 10 000, connect number representations with number patterns, use number properties to continue number patterns, identify pattern rules to find missing elements in patterns</li> <li>Using units of measurement — use familiar metric units to order, compare and measure objects, and measure and record using metric units, explain measurement choices, measure length using part units and centimetres, represent time to the minute on digital and analogue clocks, telling time to five minutes and minute, transfer knowledge of time to real-life contexts</li> <li>Location and transformation — describe and identify examples of symmetry in the environment, fold shapes and images to show symmetry, classify shapes as symmetrical and non-symmetrical.</li> </ul>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>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 two-digit numbers by single-digit multipliers, interpret and solve multiplication and division word problems.</li> <li>Fractions and decimals — identify, represent and compare familiar unit fractions and their multiples (shapes, objects and collections), record fractions symbolically, recognise key equivalent fractions, solve simple problems involving fractions.</li> <li>Money and financial mathematics — count the change required for simple transactions to the nearest five cents.</li> <li>Using units of measurement — measure, order and compare objects using familiar metric units of length, mass and capacity.</li> <li>Shape — make models of three-dimensional objects.</li> <li>Location and transformation — represent symmetry, interpret simple maps and plans.</li> <li>Geometric reasoning — identify angles as measures of turn, compare angle sizes in everyday situations.</li> <li>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.</li> </ul>

<b>Assessment</b>	<p><b>Unit 1: Representing, adding and subtracting numbers</b> <i>Short answer questions</i></p> <p>Students recognise, represent and order numbers, recognise the connection between addition and subtraction, and add and subtract numbers.</p>	<p><b>Unit 2: Adding, subtracting and partitioning numbers</b> <i>Short answer questions</i></p> <p>Students recall addition and subtraction facts and apply place value understanding to partition, rearrange and regroup numbers.</p>	<p><b>Telling time to the nearest minute</b> <i>Short answer questions</i></p> <p>Students tell time to the nearest minute and solve problems involving time.</p>	<p><b>Unit 4: Using unit fractions and multiplication</b> <i>Short answer questions</i></p> <p>Students recall multiplication facts for single-digit numbers, solve problems using efficient strategies for multiplication and model and represent unit fractions.</p>
	<p><b>Unit 1: Conducting a simple chance experiment</b> <i>Short answer questions</i></p> <p>Students collect and interpret data from a simple chance experiment.</p>	<p><b>Unit 2: Investigating positions on maps (optional)</b> <i>Assignment/Project</i></p> <p>Students use simple strategies to reason and solve a location inquiry question.</p>	<p><b>Unit 3: Measuring length, mass and capacity using metric units</b> <i>Short answer questions</i></p> <p>Students use metric units to measure and compare length, mass and capacity.</p>	<p><b>Unit 4: Interpreting grid maps, and identifying symmetry, three-dimensional objects and angles</b> <i>Short answer questions</i></p> <p>Students match positions on maps with given information, and identify symmetry in the environment. Students make a model of a three-dimensional object and recognise angles in real situations.</p>
	<p><b>Unit 1: Investigating and measuring length (optional)</b> <i>Assignment/Project</i></p> <p>Students use simple strategies to reason and solve measurement inquiry questions.</p>	<p><b>Unit 3: Money (eAssessment)</b> <i>Short answer questions</i></p> <p>Students represent money values in various ways and correctly count change from financial transactions.</p>	<p><b>Unit 3: Patterning and connecting addition and subtraction</b> <i>Short answer questions</i></p> <p>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.</p>	<p><b>Unit 4: Investigating change (optional)</b> <i>Assignment/Project</i></p> <p>Students use simple strategies to reason and solve money inquiry questions.</p>
			<p><b>Unit 3: Representing multiplication</b> <i>Assignment/Project</i></p> <p>Students represent multiplication and solve multiplication problems using a range of strategies.</p>	

Year 3		Term 1 Unit 1	Term 2 Unit 2	Term 3 Unit 3	Term 4 Unit 4
Science	Achievement standard	By the end of Year 3, students use their understanding of the movement of the Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They describe features common to living things. They describe how they can use science investigations to respond to questions and identify where people use science knowledge in their lives. Students use their experiences to pose questions and predict the outcomes of investigations. They make formal measurements and follow procedures to collect and present observations in a way that helps to answer the investigation questions. Students suggest possible reasons for their findings. They describe how safety and fairness was considered in their investigations. They use diagrams and other representations to communicate their ideas.	By the end of Year 3, students use their understanding of the movement of the Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They describe features common to living things. They describe how they can use science investigations to respond to questions and identify where people use science knowledge in their lives. Students use their experiences to pose questions and predict the outcomes of investigations. They make formal measurements and follow procedures to collect and present observations in a way that helps to answer the investigation questions. Students suggest possible reasons for their findings. They describe how safety and fairness was considered in their investigations. They use diagrams and other representations to communicate their ideas.	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. 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.	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. 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.
	Unit overviews	<b>Unit 1: Is it living?</b> 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. 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.	<b>Unit 2: Spinning Earth</b> 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 and Torres Strait Islander 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.	<b>Unit 3: Hot stuff</b> 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.	<b>Unit 4: What's the matter?</b> 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 energy 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.
	Assessment	<b>Investigating living things</b> <i>Supervised assessment</i> Students group living things based on observable features and distinguish them from non-living things.	<b>Unit 2: Investigating the sun, Earth and us</b> <i>Post/multi-modal presentation</i> 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.	<b>Unit 3: Understanding heat</b> <i>Experimental investigation</i> Students conduct an investigation into the behaviour of heat to explain everyday observations. Students 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.	<b>Unit 4: Investigating solids and liquids</b> <i>Supervised assessment</i> Students conduct an investigation about liquids and solids changing state when heat is added or taken away. Students make a prediction, record observations and suggest reasons for findings. Students describe how safety and fairness were considered.

Year 3		Semester 1	Semester 2
		Unit 1	Unit 2
HASS	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>	<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>
	Unit overviews	<p><b>Unit 1: Our unique communities</b></p> <p>Inquiry questions:</p> <p><i>How do people contribute to their unique communities?</i></p> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>identify individuals, events and aspects of the past that have significance in the present</li> <li>identify and describe aspects of their community that have changed and remained the same over time</li> <li>explain how and why people participate in and contribute to their communities</li> <li>identify a point of view about the importance of different celebrations and commemorations to different groups</li> <li>pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions</li> <li>sequence information about events and the lives of individuals in chronological order</li> <li>communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms.</li> </ul>	<p><b>Unit 2: Exploring places near and far</b></p> <p>Inquiry questions:</p> <p><i>How and why are places similar and different?</i></p> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>identify connections between people and the characteristics of places</li> <li>describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places</li> <li>interpret data to identify and describe simple distributions and draw simple conclusions</li> <li>record and represent data in different formats, including labelled maps using basic cartographic conventions.</li> <li>explain the role of rules in their community and share their views on an issue related to rule-making</li> <li>describe the importance of making decisions democratically and propose individual action in response to a democratic issue</li> <li>communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.</li> </ul>
	Assessment	<p><b>Unit 1: Our unique communities</b></p> <p><b>Assessment task — Our unique communities</b></p> <p><b>Research</b></p> <p>Students investigate the significance of Anzac Day commemorations for different groups, how and why people participate and contribute to the community and aspects that have changed and remained the same over time. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>identify individuals, events and aspects of the past that have significance in the present</li> <li>identify and describe aspects of the community that have changed and remained the same over time</li> <li>identify the importance of different celebrations and commemorations for different groups</li> <li>explain how and why people participate in and contribute to their communities</li> <li>pose questions and locate and collect information from sources, to answer these questions</li> <li>sequence information about events and the lives of individuals in chronological order</li> <li>examine information to identify a point of view</li> <li>communicate ideas and conclusions in written forms using simple discipline-specific terms.</li> </ul>	<p><b>Unit 2: Exploring places near and far</b></p> <p><b>Assessment task — Exploring places near and far</b></p> <p><b>Collection of work</b></p> <p>Students identify, describe and interpret data about Australian places and explain the importance of making decisions democratically, the role of rules in the community and action in response to an issue. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>describe the diverse characteristics of different places at the local scale</li> <li>identify and describe the similarities and differences between the characteristics of these places</li> <li>identify connections between people and the characteristics of places</li> <li>explain the role of rules in their community and the importance of making decisions democratically</li> <li>represent data in different formats, including labelled maps using basic cartographic conventions</li> <li>interpret data to identify and describe simple distributions</li> <li>draw simple conclusions and share their views on an issue</li> <li>suggest individual action in response to an issue or challenge</li> <li>communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.</li> </ul>

Year 3		Semester 1	Semester 2
		Design Technologies	Digital Technology
Technology	Achievement standard	<p><b>Years 3 and 4</b></p> <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>	<p><b>Years 3 and 4</b></p> <p>By the end of Year 4 students create simple digital solutions and use provided design criteria to check if solutions meet user needs. Students process and represent data for different purposes. They follow and describe simple algorithms involving branching and iteration and implement them as visual programs. Students securely access and use digital systems and their peripherals for a range of purposes, including transmitting data. They use the core features of common digital tools to plan, create, locate and share content, and to collaborate, following agreed behaviours. Students identify their personal data stored online and recognise the risks.</p>
	Unit overviews	<p><b>Unit 1: Repurpose it!</b> <b>Materials and technologies specialisations</b></p> <p>In this unit, students investigate the suitability of materials, systems, components, tools and equipment for specific purposes. They repurpose a clothing item with other recycled materials to create a useful item. They explore the role of people in Design and Technologies occupations as well as factors, including sustainability, that impact on designs that meet community needs. Students apply processes and production skills, including:</p> <ul style="list-style-type: none"> <li>investigating by: <ul style="list-style-type: none"> <li>communicating with clients and critiquing needs or opportunities for designs</li> <li>testing materials including fabrics and exploring techniques for shaping and joining them</li> <li>identifying examples of recycling, up-cycling and reusing</li> </ul> </li> <li>generating design ideas for a useful item and communicating them with annotated design drawings</li> <li>producing a useful item by selecting relevant tools and resources and using them safely</li> <li>evaluating design ideas, processes and solutions</li> <li>collaborating as well as working individually throughout the process managing by sequencing production steps.</li> </ul>	<p><b>Unit 1: What digital systems do you use?</b></p> <p>In this unit, students explore and use a range of digital systems including peripheral devices and create a digital solution (an interactive guessing game) using a visual programming language. They:</p> <p><b>Digital Systems:</b> Peripheral Devices</p> <ul style="list-style-type: none"> <li>Explore, sort and classify peripheral devices. Use peripheral devices for a particular task.</li> </ul> <p><b>Data: Collect, Organise and create:</b> Secret messages and code</p> <ul style="list-style-type: none"> <li>Explore ways to represent data using the context of secret messages and codes.</li> </ul> <p><b>Digital Solutions:</b> Introduction to programming</p> <ul style="list-style-type: none"> <li>Follow the problem-solving process to design and create a digital solution.</li> </ul> <p><b>Collaboration and Protocols:</b> Communicate ideas and information</p> <ul style="list-style-type: none"> <li>Learn how information systems can be used by students and others in their community.</li> </ul>
	Assessment	<p><b>Unit 1: Repurpose it! Portfolio</b></p> <p>Students apply understanding of the properties of materials and components to repurpose an item of clothing into another useful item.</p> <ul style="list-style-type: none"> <li>investigate and describe the suitability of materials, components and tools for specific purposes</li> <li>describe the properties of materials and components as well as how they are used in designed solutions</li> <li>generate design ideas and communicate them in sketches, labelled diagrams and annotations</li> <li>safely use tools and materials to make a useful product</li> <li>evaluate ideas and solutions.</li> </ul>	<p><b>Unit 1: What digital systems do you use?</b></p> <p><b>Collection of Work</b></p> <p>Digital Systems (ACTDIK007)</p> <ul style="list-style-type: none"> <li>Students can define how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes.</li> </ul> <p>Data: Collect, Organise and Create (ACTDIK008)</p> <ul style="list-style-type: none"> <li>Students can explain how the same data sets can be represented in different ways.</li> </ul> <p>Digital Solutions: (ACTDIP010)</p> <ul style="list-style-type: none"> <li>Students can define simple problems, design and implement digital solutions using algorithms that involve decision-making and user input</li> </ul> <p>Online Safety: (ACTDIP012 &amp; ACTDIK007)</p> <ul style="list-style-type: none"> <li>Students can safely use and manage information systems for identified needs using agreed protocols and describe how information systems are used.</li> </ul>

Year 3		Semester 1		Semester 2
		Drama	Media Arts	Dance
The Arts	Achievement standard	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.	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.	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.
	Unit overviews	<p><b>Unit 3: Exploring issues through drama</b></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. Students will:</p> <ul style="list-style-type: none"> <li>explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama around an issue</li> <li>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</li> <li>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</li> <li>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.</li> </ul>	<p><b>Unit 2: Stories in motion</b></p> <p>In this unit, students create a character animation to deliver an audio recording of a <del>short, humorous poem</del>. Retell from a different perspective.</p> <p>Partner unit – English Examining stories from different perspectives.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>explore representations of people from their community (including self) to develop animated characters considering animation forms, mouth shapes, facial expression, character development, composition, text and sound in media delivery to engage an audience</li> <li>experiment with media technology, collaborative production processes (script, storyboard, photograph and edit as a slideshow) to create a lip-synched animation</li> <li>present productions in digital form to share and discuss similarities and differences in content, structure and animation approaches</li> <li>describe and discuss intended purposes and meanings of media artworks using media arts key concepts, starting with media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.</li> </ul>	<p><b>Unit 1: Celebrating dance</b></p> <p>In this unit, students make and respond to dance by exploring dance used in celebrations from a range of cultures.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>improvise and structure movement ideas for dance sequences suitable for celebrations using the elements of dance and choreographic devices</li> <li>practise technical skills safely in fundamental movements</li> <li>perform dances using expressive skills to communicate ideas about celebrations and commemorations</li> </ul> <p>identify how the elements of dance and production elements express ideas in dance for celebrations including dance by Aboriginal peoples, Torres Strait Islander peoples and Asian peoples.</p>
	Assessment	<p><b>Year 3: Unit 3: Exploring issues through drama</b></p> <p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>Use relationships, tension, time, place and narrative structure when improvising devised drama and performing scripted drama,</li> <li>Collaborate to plan, make and perform a devised drama that communicates ideas.</li> <li>Describe and discuss similarities and differences between drama they make, perform and view.</li> <li>Discuss how they and others organise the elements of drama in their drama.</li> </ul>	<p><b>Unit 2: Stories in motion</b></p> <p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>use story principles to make and share media artworks</li> <li>use time, space and technologies to make and share media artworks</li> <li>discuss how and why they and others use images, sound and text to make media artworks</li> <li>discuss how and why they and others use images, sound and text to present media artworks</li> <li>make and share media artworks that communicate ideas to an audience</li> <li>describe and discuss similarities and differences between media artworks they make and view.</li> </ul>	<p><b>Unit 1: Celebrating dance</b></p> <p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>collaborate to make dances and perform with control, accuracy, projection and focus</li> <li>structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or mood</li> <li>describe and discuss similarities and differences between dances they make, perform and view</li> <li>discuss how they and others organise the elements of dance in dances for depending upon the purpose.</li> </ul>



# Kedron State School Australian Curriculum: The Arts

## Year 3 - 4 Band plan Music

CURRICULUM + Blackbelt Recorder Program Year 3: Yellow – Book 1 Year 4: Blue – Book 2		YEAR 3		YEAR 4	
		SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
		Music		Music	
<b>Unit name</b>	<b>Unit 1: Let's celebrate, let's remember</b>		<b>Unit 2: Songs of Australia</b>		<b>Unit 3: Musical characters and action</b>
<b>Unit description</b>	In this unit, students make music and respond to music exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world.		In this unit, students make music and respond to music exploring songs from the arrival of the First Fleet, sea shanties, explorer songs, songs about important Australians including Aboriginal Peoples and Torres Strait Islander Peoples.		In this unit, students make and respond to music by exploring the ways that characters from television, film and media are portrayed musically, for example, superheroes, television programs, cartoons and their characters, animals and their songs, mascots, sound effects and villains and heroes.
ASSESSMENT		YEAR 3		YEAR 4	
		SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
Range and balance of summative assessment conventions	<b>Title</b>	<b>Unit 1: Let's celebrate, let's remember</b>	<b>Unit 1: Let's celebrate, let's remember</b>	<b>Unit 2: Songs of Australia</b>	<b>Unit 3: Musical characters and action</b>
	<b>Technique</b>	develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songs  practise singing, playing instruments and improvising celebratory music such as that used for Birthdays, Sporting events and anniversaries using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community  create, perform and record compositions suitable for celebrations by selecting and organising sounds, silence, tempo and volume  identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples.	develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songs  practise singing, playing instruments and improvising celebratory music such as that used for Birthdays, Sporting events and anniversaries using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community  create, perform and record compositions suitable for celebrations by selecting and organising sounds, silence, tempo and volume  identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples.	develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns used in music related to the theme of European exploration and the movement of peoples  practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces  create music about European exploration and the movement of people, perform to an audience via pageant, concert or flash mob and record compositions by selecting and organising sounds, silence, tempo and volume  identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples.	develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in music portraying characters and action  practise singing, playing instruments and improvising music portraying characters and action using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community  create, perform and record compositions in music portraying characters and action by selecting and organising sounds, silence, tempo and volume  identify intended purposes and meanings as they listen to music portraying characters and action using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples.
	<b>Type and Mode</b>	<i>Composing, Performing, Responding</i>	<i>Composing, Performing, Responding</i>	<i>Composing, Performing, Responding</i>	<i>Composing, Performing, Responding</i>
	<b>Conditions</b>	Undertaken individually and/or in groups Undertaken in class time over several lessons Students able to seek assistance from their teacher regarding: ○ the development of their composition and performance ○ comprehension and interpretation of sources Performance	Undertaken individually and/or in groups Undertaken in class time over several lessons Students able to seek assistance from their teacher regarding: ○ the development of their composition and performance ○ comprehension and interpretation of sources Performance	Undertaken individually and/or in groups Undertaken in class time over several lessons Students able to seek assistance from their teacher regarding the development of their composition, performance, comprehension and interpretation of sources  Individual contributions assessed in collaborative tasks  Length: ○ Composing — approximately 4–12 bars or 15 to 30 seconds ○ Performing — approximately 1–2 minutes ○ Responding — 30–200 words	Undertaken individually and/or in groups Undertaken in class time over several lessons Students able to seek assistance from their teacher regarding the development of their composition and performance and comprehension and interpretation of sources  Individual contributions assessed in collaborative tasks  Length: ○ Performing — approximately 1–2 minutes ○ Composing — approximately 4–12 bars or 15 to 30 seconds ○ Responding — 30–200 words
<b>Aspects of the achievement standard</b>					
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.		✓	✓	✓	✓



Year 3		Term 1 Unit 1	Term 2 Unit 2	Term 3 Unit 3	Term 4 Unit 4
Health	Achievement standard	<p>By the end of Year 4, students recognise strategies for managing change. They examine influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in different situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being fit and physically active. They describe the connections they have to their community and identify resources available locally to support their health, 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 movement concepts and strategies in different physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.</p>	<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>	<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>	<p>By the end of Year 4, students recognise strategies for managing change. They examine influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in different situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being fit and physically active. They describe the connections they have to their community and identify resources available locally to support their health, 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 movement concepts and strategies in different physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.</p>
	Unit overviews	<p><b>Unit 3: Healthy futures</b> Students explore the concept of sustainable practice and the ways that they can contribute to the sustainability of the environment in their home, classroom and school. Students:</p> <ul style="list-style-type: none"> <li>• explore sustainability practices that demonstrate respect for the environment</li> <li>• make connections between sustainability and personal health</li> <li>• investigate sustainable practices in the classroom</li> <li>• explore the similarities between community, classroom and school sustainable practices</li> <li>• discuss how being outdoors supports the different dimensions of health</li> <li>• participate in a range of outdoor activities with other students.</li> </ul>	<p><b>Unit 1: Good friends – Respectful Relationships</b> Students investigate how emotional responses vary and understand how being a good friend helps them to interact positively with others in a variety of situations. They recognise strategies for managing change and identify how meeting challenges strengthens identity. Students:</p> <ul style="list-style-type: none"> <li>• explore a range of emotions and factors that influence and strengthen self-identity</li> <li>• understand the basis of friendships</li> <li>• examine the benefits of positive social interaction.</li> <li>• investigate how conflict in relationships can be managed.</li> <li>• explore roles and responsibilities within respectful friendships.</li> </ul> <p><i>This unit aligns with English U2</i></p>	<p><b>Unit 2: Feeling Safe</b> Students explore risk taking behaviours, their rights and responsibilities and decision making strategies. They explore bullying and strategies to reduce it and identify people who can help them make good decisions and stay safe. Students:</p> <ul style="list-style-type: none"> <li>• determine the difference between feeling safe and unsafe</li> <li>• establish personal safety guidelines in relation to private parts of the body</li> <li>• develop the concept of children's rights</li> <li>• examine how rules and laws contribute to safety</li> <li>• develop an awareness of the environment by recognising safety clues</li> <li>• understand how emotional responses vary in depth and strength in different situations</li> <li>• investigate strategies to reduce bullying and promote positive interaction</li> <li>• investigate the effects of risk- taking behaviour</li> <li>• develop strategies to reduce and manage situations involving risk.</li> </ul> <p>This unit incorporates concepts from the Daniel Morcombe Child Safety Curriculum.</p>	<p><b>Unit 4: I am healthy and active</b> Students investigate the concepts of physical activity and sedentary behaviours while exploring the recommendations of physical activity for 5 to 12 year olds. They examine the benefits of physical activity and investigate ways to increase physical activity in their lives. Students:</p> <ul style="list-style-type: none"> <li>• examine different types of physical activity and the benefits to health and wellbeing</li> <li>• explore strategies to stay healthy and active</li> <li>• examine the concept of sedentary behaviour and how to reduce inactivity</li> <li>• investigate strategies to increase physical activity levels and improve health and wellbeing</li> <li>• examine how personal identities can be strengthened in challenging situations</li> <li>• participate in games and physical activities to experience health and wellbeing benefits.</li> </ul>
	Assessment	<p><b>Unit 3: Healthy futures</b> Research Students investigate sustainable practices at their school and make suggestions about extending a practice outside the school setting.</p>	<p><b>Unit 1: Good friends</b> Assignment/Project To recognise strategies for managing change and identify influences that strengthen identity. To investigate how emotional responses vary and understand how to interact positively with others.</p>	<p><b>Unit 2: Feeling Safe</b> Assignment/Project Students investigate how emotional responses vary and understand how to interact positively with others. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe.</p>	<p><b>Unit 4: I am healthy and active</b> Supervised assessment Students use decision-making skills to select and demonstrate strategies that help them stay healthy and active. Students understand the benefits of being healthy and physically active.</p>

Year 3		Term 1	Term 2	Term 3	Term 4
		Swimming	Athletics	Having a Ball	Swimming
Physical Education	Achievement standard	<p>By the end of Year 3, students <a href="#">recognise</a> strategies for managing change. They <a href="#">identify</a> influences that strengthen identities. They <a href="#">investigate</a> how emotional responses vary and <a href="#">understand</a> how to interact positively with others in a variety of situations. Students <a href="#">interpret</a> health messages and <a href="#">discuss</a> the influences on healthy and safe choices. They <a href="#">understand</a> the benefits of being healthy and physically active. They <a href="#">describe</a> the connections they have to their community and <a href="#">identify</a> local resources to support their health, wellbeing, safety and physical activity.</p> <p>Students <a href="#">apply</a> strategies for working cooperatively and <a href="#">apply</a> rules fairly. They use decision-making and problem-solving skills to <a href="#">select</a> and <a href="#">demonstrate</a> strategies that help them stay safe, healthy and active. They refine fundamental movement skills and <a href="#">apply</a> movement concepts and strategies in a variety of physical activities and to <a href="#">solve</a> movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.</p>	<p>By the end of Year 4, students recognise strategies for managing change. They examine influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in different situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being fit and physically active. They describe the connections they have to their community and identify resources available locally to support their health, physical activity and safety.</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 movement concepts and strategies in different physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.</p>	<p>By the end of Year 3, students recognise strategies for managing change. They examine influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in different situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being fit and physically active. They describe the connections they have to their community and identify resources available locally to support their health, physical activity and safety.</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 movement concepts and strategies in different physical activities and to solve movement challenges. They create and perform <i>movement sequences using fundamental movement skills and the elements of movement</i>.</p>	<p>By the end of Year 3, students <a href="#">recognise</a> strategies for managing change. They <a href="#">identify</a> influences that strengthen identities. They <a href="#">investigate</a> how emotional responses vary and <a href="#">understand</a> how to interact positively with others in a variety of situations. Students <a href="#">interpret</a> health messages and <a href="#">discuss</a> the influences on healthy and safe choices. They <a href="#">understand</a> the benefits of being healthy and physically active. They <a href="#">describe</a> the connections they have to their community and <a href="#">identify</a> local resources to support their health, wellbeing, safety and physical activity.</p> <p>Students <a href="#">apply</a> strategies for working cooperatively and <a href="#">apply</a> rules fairly. They use decision-making and problem-solving skills to <a href="#">select</a> and <a href="#">demonstrate</a> strategies that help them stay safe, healthy and active. They refine fundamental movement skills and <a href="#">apply</a> movement concepts and strategies in a variety of physical activities and to <a href="#">solve</a> movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.</p>
	Unit overview	<p><b>Unit 1: Slick sharks 1</b></p> <p>In this unit students will perform an aquatic skills sequence that incorporates the elements of under, over and through the water. They will develop the recognised strokes of freestyle, backstroke and breaststroke.</p>	<p><b>Unit 2: Take your marks, get set, play</b></p> <p>In this unit, students develop the fundamental movement skills of running, jumping and throwing. Students will:</p> <ul style="list-style-type: none"> <li>• explore and develop running, jumping and throwing techniques in a variety of situations</li> <li>• refine running, jumping and throwing techniques in athletics based games and to solve challenges</li> <li>• understand the benefits of physical activity for their mind and body.</li> </ul>	<p><b>Unit: 3 Having a ball</b></p> <p>In this unit, students will perform the refined fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching 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"> <li>• practice and refine fundamental throwing and catching skills with small balls</li> <li>• combine fundamental movement and object control skills in cricket games</li> <li>• apply basic rules and scoring systems, and demonstrate fair play when participating in activities</li> <li>• adopt inclusive practices</li> <li>• develop and apply strategies in minor games</li> <li>• solve movement challenges.</li> </ul>	<p><b>Unit 4: Slick sharks 2</b></p> <p>In this unit students will perform aquatic skills and recognised swimming strokes to complete swimming stroke sequences.</p>
	Assessment	<p><b>Unit: Slick sharks 1 Practical</b></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. They will also examine the benefits of being fit and physically active and how they relate to swimming. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• develop arm, leg and breathing movements to perform recognised swimming strokes</li> <li>• understand how timing and effort affect movements and overall stroke performance</li> <li>• refine body positions and movements to demonstrate safety and survival skills and transition between skills in a challenge</li> <li>• understand the benefits of being fit and physically active and how they relate to swimming.</li> </ul>	<p><b>Unit 2: Take your marks, get set, play Practical</b></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. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• perform specialised movement skills</li> <li>• understand how timing and effort affect movements and overall performance</li> <li>• refine body positions and movements to improve performance</li> <li>• participate safely in the activities</li> <li>• work individually and co-operatively during the activities.</li> </ul>	<p><b>Unit 3: Having a ball Practical</b></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. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• apply strategies for working cooperatively and apply rules fairly</li> <li>• refine fundamental movement skills and movement concepts and strategies in a variety of physical activities</li> <li>• solve movement challenges.</li> </ul>	<p><b>Unit: Slick sharks 2 Practical</b></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. They will also examine the benefits of being fit and physically active and how they relate to swimming. Students will:</p> <ul style="list-style-type: none"> <li>• develop arm, leg and breathing movements to perform recognised swimming strokes</li> <li>• understand how timing and effort affect movements and overall stroke performance</li> <li>• refine body positions and movements to demonstrate safety and survival skills and transition between skills in a challenge</li> <li>• understand the benefits of being fit and physically active and how they relate to swimming.</li> </ul>



## 2024 Year 4 Curriculum Overview

Year 4		Term 1		Term 2	Term 3	Term 4			
		Units 1	Unit 2	Unit 3	Unit 5 (speaking U4)	Unit 6			
English	Achievement standard	<p><b>Receptive modes (listening, reading and viewing)</b> By the end of Year 4, students <b>understand</b> that texts have different text structures depending on purpose and context. They <b>explain</b> how language features, images and vocabulary are used to engage the interest of audiences. They <b>describe</b> 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 <b>respond</b> to others' viewpoints. They listen for and share key points in discussions.</p> <p><b>Productive modes (speaking, writing and creating)</b> Students use language features to create coherence and add detail to their texts. They <b>understand</b> how to express an opinion based on information in a text. <b>They create texts that show understanding of how images and detail can be used to extend key ideas.</b> Students create structured texts to <b>explain ideas for different audiences.</b> They make presentations and contribute actively to class and group discussions, varying language according to context. <b>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.</b></p>		<p><b>Receptive modes (listening, reading and viewing)</b> By the end of Year 4, students <b>understand</b> that texts have different text structures depending on purpose and context. They <b>explain</b> how language features, images and vocabulary are used to engage the interest of audiences. They <b>describe</b> 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 <b>respond</b> to others' viewpoints. They listen for and share key points in discussions.</p> <p><b>Productive modes (speaking, writing and creating)</b> Students use language features to create coherence and add detail to their texts. They <b>understand</b> how to express an opinion based on information in a text. <b>They create texts that show understanding of how images and detail can be used to extend key ideas.</b> Students create structured texts to <b>explain ideas for different audiences.</b> They make presentations and contribute actively to class and group discussions, varying language according to context. <b>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.</b></p>		<p><b>Receptive modes (listening, reading and viewing)</b> 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><b>Productive modes (speaking, writing and creating)</b> 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>		<p><b>Receptive modes (listening, reading and viewing)</b> 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><b>Productive modes (speaking, writing and creating)</b> 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>	
	Unit overviews	<p><b>Term 1</b> <b>Unit 1: Investigating author's language in a familiar narrative</b> Students read a narrative and examine and analyse the language features and techniques used by the author. They create a new chapter for the narrative for an audience of their peers.</p>		<p><b>Unit 3: Examining traditional stories</b> 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, create and present a traditional story which includes a moral for a younger audience.</p>		<p><b>Unit 4 &amp; 5: Exploring a quest novel</b> <b>How To Train Your Dragon</b> Students read and analyse a quest novel. Throughout the unit, students are monitored as they post comments and respond to others' comments in a discussion board to demonstrate understanding of the quest novel. Students also write a short response explaining how the author represents the main character in an important event in the quest novel.  <b>Unit 4: Exploring stories set in the past.</b> In the spoken presentation, students present an analytical report of an event from a quest novel.</p>		<p><b>Unit 6: Examining persuasion in advertisements and product packaging</b> 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 breakfast cereal package and report these to peers. Students use word processing software tools to manipulate text and images to create an effective composition for a breakfast cereal. They write and present a persuasive speech to promote their cereal.</p>	
	Assessment	<p><b>Unit 1: A new chapter</b> <i>Imaginative response – written</i> Students create an imaginative new chapter for a book.</p>	<p><b>Unit 1 (from unit 2): A new chapter: Reading comprehension</b> <i>Exam/Test</i> Students interpret and evaluate a humorous poem for its characteristic features with reference to a novel and express a preference for one particular text type (novel or poem).</p>	<p><b>Unit 3: Create and present a traditional story</b> <i>Assignment/Project</i> Students create and present a traditional story which includes a moral for a younger audience.</p>		<p><b>Unit 5: Written response</b> <i>Informative response – written</i> Students explain how the author of a quest novel represents the main character in an important event.  <b>Unit 4: Spoken presentation</b> <i>Imaginative response – oral</i> Students deliver a spoken analytical report recount of an event from a quest novel.</p>		<p><b>Unit 6: Reading and viewing comprehension:</b> <i>Short answer questions</i> Students identify and interpret the persuasive language features and visual elements of the product's packaging  <b>Unit 6: Creating a new breakfast cereal:</b> Students will use word processing software tools to manipulate text and images to create an effective advertisement for a new breakfast cereal. Students will present their new breakfast cereal to their peers through a persuasive spoken presentation.</p>	

Year 4		Term 1	Term 2	Term 3	Term 4
Mathematics	Achievement standard	<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 unknown quantities in number sentences. They describe number patterns 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.</p> <p>Students use the properties of odd and even numbers. They recall multiplication facts to 10 x 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 temperature, lengths, shapes and objects. They convert between units of time.</p> <p>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>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.</p> <p>Students use the properties of odd and even numbers. They recall multiplication facts to 10 x 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.</p> <p>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>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.</p> <p>Students use the properties of odd and even numbers. They recall multiplication facts to 10 x 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.</p> <p>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>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.</p> <p>Students use the properties of odd and even numbers. They recall multiplication facts to 10 x 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.</p> <p>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>
	Unit overviews	<p><b>Unit 1</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>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</li> <li>Fractions and decimals — communicate sequences of simple fractions</li> <li>Patterns and algebra — use properties of numbers to continue patterns</li> <li>Using units of measurement — use appropriate language to communicate times, compare time durations and use instruments to accurately measure lengths.</li> <li>Chance — compare dependent and independent events, describe probabilities of everyday events</li> <li>Data representation and interpretation — collect and record data, communicate information using graphical displays and evaluate the appropriateness of different displays.</li> </ul>	<p><b>Unit 2</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value — recognise, read and represent five-digit numbers; identify and describe place value in five-digit numbers; partition numbers using standard and non-standard place value parts; compare and order five-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 3s, 6s and 9s facts; solve multiplication and division problems; use informal recording methods and strategies for calculations; apply mental and written strategies to computation</li> <li>Fractions and decimals — revisit and develop understanding of the 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 from familiar contexts</li> <li>Money and financial mathematics — read and represent money amounts, investigate change, round to five cents, explore strategies to calculate change, solve problems involving purchases and the calculation of change, explore Asian currency and calculate foreign currencies</li> <li>Shape — explore properties of polygons and quadrilaterals, identify combined shapes, investigate properties of shapes within tangrams, create polygons and combined shapes using tangrams</li> <li>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</li> <li>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.</li> </ul>	<p><b>Unit 3</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>Money and financial mathematics — represent, calculate and round amounts of money required for purchases and change</li> <li>Patterns and algebra — use equivalent addition and subtraction number sentences to find unknown quantities</li> <li>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</li> <li>Shape — compare the areas of regular and irregular shapes using informal units of area measurement</li> <li>Location and transformation — investigate different types of symmetry; analyse and create symmetrical designs.</li> </ul>	<p><b>Unit 4</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value — calculate addition and subtraction using a range of mental and written strategies, recall multiplication and related division facts, calculate multiplication and division using a range of mental and written strategies, solve problems involving the four operations, use estimation and rounding, apply mental strategies, add, subtract, multiply and divide two- and three-digit numbers</li> <li>Fractions and decimals — count and identify equivalent fractions, locate fractions on a number line, read and write decimals, identify fractions and corresponding decimals, compare and order decimals (to hundredths)</li> <li>Money and financial mathematics — calculate change to the nearest five cents, solve problems involving purchases</li> <li>Patterns and algebra — use equivalent multiplication and division number sentences to find unknown quantities</li> <li>Using units of measurement — use am and pm notation, solve simple time problems</li> <li>Shape — measure area of shapes, compare the areas of regular and irregular shapes by informal means</li> <li>Data representation and interpretation — write questions to collect data, collect and record data, display and interpret data.</li> </ul>

<b>Assessment</b>	<p><b>Unit 1: Recalling and using multiplication and division facts – main focus of the term</b>  Short answer questions  Students recall multiplication and division facts, identify unknown quantities and solve problems using appropriate strategies for multiplication and division</p>	<p><b>Unit 2: Using the properties of odd and even numbers</b>  Short answer questions  Students use the relationships between the four operations and odd and even numbers.</p>	<p><b>Unit 3: Recognising and locating fractions</b>  Short answer questions  Students locate familiar fractions on a number line and recognise common equivalent fractions in familiar contexts.</p>	<p><b>Unit 4: Solving purchasing problems</b>  Short answer questions  Students solve simple purchasing problems including the calculation of change.</p>
	<p><b>Unit 1: Identifying and explaining chance events</b>  Short answer questions  Students identify dependent and independent events and explain the chance of everyday events occurring.</p>	<p><b>Unit 2: Recalling multiplication and division facts, interpreting simple maps and classifying angles</b>  Short answer questions  Students recall multiplication and division facts, interpret information contained in simple maps and classify angles in relation to a right angle.</p>	<p><b>Unit 3: Comparing areas and using measurement</b>  Short answer questions  Students compare areas of regular and compare areas of regular and irregular shapes using informal units. Students use scaled instruments to measure temperature, mass, capacity and length. Students recall multiplication and division facts.</p>	<p><b>Unit 4: Analysing data</b>  Short answer questions  Students define the different methods for data collection and representation and evaluate their effectiveness. They construct data displays from given or collected data.</p>
	<p><b>Unit 1: Investigating the nature of 10 000 (optional)</b>  Assignment/ Project  To be completed from Weeks 4-8 of Term 1 on Fridays only. Students use simple strategies to reason and solve measurement and location inquiry questions</p>	<p><b>Unit 2: Investigating distance on maps (optional)</b>  Assignment/ Project  Students use simple strategies to reason and solve a location inquiry question.</p>	<p><b>Unit 4: Investigating time</b>  Short answer questions  Students use simple strategies to reason and solve a measurement inquiry question.</p>	<p><b>Unit 4: Connecting decimals and fractions</b>  Short answer questions  Students demonstrate and explain the connections between fractions and decimals to hundredths</p>

Year 4		Term 1	Term 2	Term 3	Term 4
Science	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>	<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>	<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>	<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>
	Unit overviews	<p><b>Unit 4: Fast Forces!</b></p> <p>Students use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects. They use their knowledge of forces to make predictions about games and complete games safely in order to collect data. They use tables and column graphs to organise data and identify patterns so that findings can be communicated. They identify how science knowledge of forces helps people understand the effects of their actions.</p>	<p><b>Unit 2: Ready, set, grow!</b></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 will predict the effect of these changes on living things, including the impact on life cycles and the survival of the species. They identify when science is used to understand the effect of their own and others' actions. They identify investigable questions and make predictions based on prior knowledge. They discuss ways to conduct investigations safely and make and record observations with accuracy. They use tables and column graphs to organise their data, suggest explanations for observations and compare their findings with their predictions. They communicate their observations and findings.</p>	<p><b>Unit 1: Here today, gone tomorrow</b></p> <p>In this unit students will 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>	<p><b>Unit 3: Material use</b></p> <p>They investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. They consider how science involves making predictions and how science knowledge helps people to understand the effect of their actions.</p> <p>They make predictions and use appropriate materials and equipment safely to make and record observations when conducting investigations. They represent data, identify patterns in their results, suggest explanations for their results, compare their results with their predictions, and reflect upon the fairness of their investigations. They complete simple reports to communicate their findings.</p>
	Assessment	<p><b>Unit 4: Investigating contact and non-contact forces</b> <i>Experimental investigation</i></p> <p>Students conduct an investigation about how contact and non-contact forces are exerted on an object. They design and investigate their own forces game, make a prediction, collect data and identify patterns. Students identify when science is used to understand the effect of their actions.</p>	<p><b>Unit 2: Mapping life cycles and relationships</b> <i>Research</i></p> <p>Students understand how relationships of living things impact on their life cycle. To describe situations when science is used to understand the effect of actions, and organise and communicate findings.</p>	<p><b>Unit 1: Investigating soil erosion</b> <i>Project</i></p> <p>Students describe the natural processes and human activity that cause changes to the Earth's surface. They plan, conduct and report on an investigation of the erosion process. Students apply science understandings to formulate control strategies in real-life situations.</p>	<p><b>Unit 3: Investigating properties affecting the use of ochre</b> <i>Supervised assessment</i></p> <p>Students investigate the observable properties of ochre mixtures and explain how they can be used in real-life situations.</p>

Year 4		Semester 1	Semester 2
HASS	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>	<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>
	Unit overviews	<p><b>Unit 1 – Australia before, during and after European settlement</b> Inquiry questions:</p> <ul style="list-style-type: none"> <li>• <i>What were the short- and long-term effects of European settlement?</i></li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• 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 <i>terra nullius</i>.</li> <li>• analyse the experiences of contact between Australia's First Peoples and others, and the effects these interactions had on people and the environment</li> <li>• 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</li> <li>• investigate the experiences of European explorers, convicts, settlers and Australia's First Peoples, and the impact colonisation had on the lives of different groups of people</li> <li>• examine the purpose of laws and distinguish between rules and laws</li> <li>• explore the diversity of different groups in their local community</li> <li>• consider how personal identity is shaped by aspects of culture, and by the groups to which they belong.</li> </ul>	<p><b>Unit 2 – Sustainable use of places</b> Inquiry questions:</p> <ul style="list-style-type: none"> <li>• <i>How can people use environments more sustainably?</i></li> </ul> <p>In this unit, students will:</p> <ul style="list-style-type: none"> <li>• explore the concept of 'place' with a focus on Africa and South America</li> <li>• describe the relative location of places at a national scale</li> <li>• identify how places are characterised by their environments</li> <li>• describe the characteristics of places, including the types of natural vegetation and native animals</li> <li>• examine the interconnections between people and environment and the importance of environments to animals and people</li> <li>• identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places</li> <li>• 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</li> <li>• recognise the knowledge and practices of Aboriginal and Torres Strait Islander peoples in regards to places and environments</li> <li>• propose actions for caring for the environment and meeting the needs of people.</li> </ul>
		<p><b>Unit 1 – Australia before, during and after European Settlement</b> <i>Portfolio</i></p> <p>To explain aspects of life before, during and after European settlement of Australia.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• describe the experiences of an individual or group in the past</li> <li>• recognise the importance of laws in society</li> <li>• examine information to distinguish between facts and opinions and detect points of view</li> <li>• explain how and why life changed in the past</li> <li>• identify aspects of the past that have remained the same</li> <li>• describe the experiences of a group in the past</li> <li>• recognise the significance of laws in society</li> <li>• locate information from different sources to answer questions</li> <li>• sequence information about events and the life of individual in chronological order with reference to key dates</li> <li>• present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.</li> </ul>	<p><b>Unit 2 – Sustainable use of places</b> <i>Research</i></p> <p>To 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"> <li>• pose questions to guide an investigation</li> <li>• locate and collect information and data from different sources, including observations, to answer questions</li> <li>• sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions</li> <li>• describe and compare the diverse characteristics of different places at local and national scales</li> <li>• identify interconnections between components of the environment and between people and the environment</li> <li>• identify structures that support waste management in their local community</li> <li>• identify different views on how to respond to an issue or challenge</li> <li>• interpret data and information to identify and describe distributions and simple patterns and draw conclusions</li> <li>• reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action</li> <li>• present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.</li> </ul>

Year 4		Semester 1	Semester 2
		Design Technology	Digital Technologies
Technology	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>	<p>By the end of Year 4 students create simple digital solutions and use provided design criteria to check if solutions meet user needs. Students process and represent data for different purposes. They follow and describe simple algorithms involving branching and iteration and implement them as visual programs. Students securely access and use digital systems and their peripherals for a range of purposes, including transmitting data. They use the core features of common digital tools to plan, create, locate and share content, and to collaborate, following agreed behaviours. Students identify their personal data stored online and recognise the risks.</p>
	Unit overviews	<p><b>Unit 3: Pinball Paradise</b>  <b>Engineering principles and systems</b>            In this unit, students investigate how forces and the properties of materials affect the behaviour of a product or system. They make a pinball machine and design a games environment for its use. They explore the role of people in engineering technology occupations and how they address factors that meet client needs.            Students apply processes and production skills, including:</p> <ul style="list-style-type: none"> <li>investigating by:               <ul style="list-style-type: none"> <li>exploring games with moving parts</li> <li>testing materials, tools and techniques</li> <li>exploring techniques for shaping and joining materials and creating mechanisms</li> </ul> </li> <li>generating, developing and communicating design ideas for:               <ul style="list-style-type: none"> <li>a games room environment</li> </ul> </li> <li>producing by working safely with components and materials to create a functioning product</li> <li>evaluating design ideas and processes for the product and environment</li> <li>collaborating as well as working individually throughout the design and production managing by sequencing production steps.</li> </ul>	<p><b>Unit 1: What digital systems do you use?</b>            In this unit, students explore and use a range of digital systems including peripheral devices and create a digital solution (an interactive guessing game) using a visual programming language. They:</p> <p><b>Digital Systems:</b> Exploring input and output</p> <ul style="list-style-type: none"> <li>Explore inputs and outputs using a circuit board, electronic kit or a programmable board.</li> </ul> <p><b>Data: Collect, Organise and create:</b> Use data to solve problems</p> <ul style="list-style-type: none"> <li>Use a meaningful context to collect and organise data to answer a question.</li> </ul> <p><b>Digital Solutions:</b> Programming project</p> <ul style="list-style-type: none"> <li>Develop an understanding of computer programming as a series of instructions.</li> </ul> <p><b>Collaboration and Protocols:</b> Apply protocols</p> <ul style="list-style-type: none"> <li>Develop a school ICT agreement and collaborate with others to complete an online task, using agreed protocols.</li> </ul>
	Assessment	<p><b>Unit 3: Pinball Paradise</b>  <b>Portfolio</b>            Students design and make a pinball machine that is fun to play, and design a games environment for pinball machines.            Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>explain how designed environments meet needs of communities</li> <li>describe contributions of people in design and technologies occupations</li> <li>describe how engineering principles can be used to make a pinball machine</li> <li>explain opportunities for a games environment</li> <li>develop design ideas and communicate these using models, annotated drawings and symbols</li> <li>identify appropriate technologies</li> <li>use safe work practices</li> <li>plan and sequence major steps in design and production</li> <li>evaluate designs against criteria for success.</li> </ul>	<p><b>Unit 1: What digital systems do you use?</b>  <b>Collection of Work</b>            Digital Systems (ACTDIK007)</p> <ul style="list-style-type: none"> <li>Students can describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes.</li> </ul> <p>Data: Collect, Organise and Create (ACTDIK009)</p> <ul style="list-style-type: none"> <li>Students can collect and manipulate different data when creating information and digital solutions.</li> </ul> <p>Digital Solutions: (ACTDIP010)</p> <ul style="list-style-type: none"> <li>Students can define simple problems, design and implement digital solutions using algorithms that involve decision-making and user input</li> </ul> <p>Collaboration and Protocols: (ACTDIP013)</p> <ul style="list-style-type: none"> <li>Students can safely use and manage information systems for identified needs using agreed protocols and describe how information systems are used.</li> </ul>



Year 4		Semester 1		Semester 2
		Drama	Media Arts	Dance
The Arts	Achievement standard	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.	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.	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.
	Unit overviews	<p><b>Drama</b> <b>Unit 2: Country/Place</b></p> <p>In this unit, students explore connection to Country/Place through Dreaming stories and Before Before Time stories as stimulus.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>explore ideas and narrative structures in Dreaming stories and Before Before Time stories through roles and situations and use empathy in their own improvisations and devised drama</li> <li>use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place</li> <li>shape and perform dramatic action using narrative structures and tension in devised and scripted drama</li> <li>identify intended purposes and meaning of drama using the elements of drama to make comparisons.</li> </ul>	<p><b>Media Arts</b> <b>Unit 3: On the cover</b></p> <p>In this unit, students explore magazine cover design through representation and characterisation of people in their community, including themselves and compare the digitisation of magazines on the internet.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>explore genre conventions in paper magazine cover design and devise representations of classmates to depict specific characterisations, settings and ideas</li> <li>experiment with design (layout, text, colour, image composition) and media technologies (desktop publishing, photography, image manipulation) to appeal to a target audience</li> <li>present productions in digital or print form to share and discuss similarities and differences in content, structure and design approaches</li> <li>describe and discuss intended purposes and audience of print and online media artworks using media arts key concepts, starting with media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.</li> </ul>	<p><b>Dance – Facilitated by Creative Dance Industries</b> <b>Unit 2: Dance Messages*</b></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"> <li>improvise and structure movement ideas for dance sequences that express messages or morals using the elements of dance and choreographic devices</li> <li>practise technical skills safely in fundamental movements</li> <li>perform dances using expressive skills to communicate a message or a moral</li> <li>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.</li> </ul>
	Assessment	<p><b>Drama</b> <b>Unit 2: Country/Place</b></p> <p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>Use relationships, tension, time, place and narrative structure when improvising devised drama and performing scripted drama,</li> <li>Collaborate to plan, make and perform a devised drama that communicates ideas.</li> <li>Describe and discuss similarities and differences between drama they make, perform and view.</li> <li>Discuss how they and others organise the elements of drama in their drama.</li> </ul>	<p><b>Media Arts</b> <b>Unit 3: On the cover</b></p> <p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>use story principles to make and share media artworks</li> <li>use time, space and technologies to make and share media artworks</li> <li>discuss how and why they and others use images, sound and text to make media artworks</li> <li>discuss how and why they and others use images, sound and text to present media artworks</li> <li>make and share media artworks that communicate ideas to an audience</li> <li>describe and discuss similarities and differences between media artworks they make and view.</li> </ul>	<p><b>Dance</b> <b>Unit 2: Dance Messages*</b></p> <p>Assessment will gather evidence of the student's ability to-:</p> <ul style="list-style-type: none"> <li>describe and discuss similarities and differences between dances they make, perform and view that represent traditional stories</li> <li>discuss how they and others organise the elements of dance when conveying traditional stories in dance</li> <li>structure movements into dance sequences and use the elements of dance and choreographic devices to express ideas from traditional stories</li> <li>collaborate to make dances that incorporate traditional stories, and perform them with control, accuracy, projection and focus.</li> </ul>



# Kedron State School Australian Curriculum: The Arts

## Year 3 - 4 Band plan Music

CURRICULUM + Blackbelt Recorder Program Year 3: Yellow – Book 1 Year 4: Blue – Book 2		YEAR 3		YEAR 4	
		SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
		Music		Music	
<b>Unit name</b>	Unit 1: Let's celebrate, let's remember		Unit 2: Songs of Australia	Unit 3: Musical characters and action	
<b>Unit description</b>	In this unit, students make music and respond to music exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world.		In this unit, students make music and respond to music exploring songs from the arrival of the First Fleet, sea shanties, explorer songs, songs about important Australians including Aboriginal Peoples and Torres Strait Islander Peoples.	In this unit, students make and respond to music by exploring the ways that characters from television, film and media are portrayed musically, for example, superheroes, television programs, cartoons and their characters, animals and their songs, mascots, sound effects and villains and heroes.	
ASSESSMENT		YEAR 3		YEAR 4	
		SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
<b>Range and balance of summative assessment conventions</b>	<b>Title</b>	Unit 1: Let's celebrate, let's remember	Unit 1: Let's celebrate, let's remember	Unit 2: Songs of Australia	Unit 3: Musical characters and action
	<b>Technique</b>	<p>develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songs</p> <p>practise singing, playing instruments and improvising celebratory music such as that used for Birthdays, Sporting events and anniversaries using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community</p> <p>create, perform and record compositions suitable for celebrations by selecting and organising sounds, silence, tempo and volume</p> <p>identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples.</p>	<p>develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songs</p> <p>practise singing, playing instruments and improvising celebratory music such as that used for Birthdays, Sporting events and anniversaries using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community</p> <p>create, perform and record compositions suitable for celebrations by selecting and organising sounds, silence, tempo and volume</p> <p>identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples.</p>	<p>develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns used in music related to the theme of European exploration and the movement of peoples</p> <p>practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces</p> <p>create music about European exploration and the movement of people, perform to an audience via pageant, concert or flash mob and record compositions by selecting and organising sounds, silence, tempo and volume</p> <p>identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples.</p>	<p>develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in music portraying characters and action</p> <p>practise singing, playing instruments and improvising music portraying characters and action using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community</p> <p>create, perform and record compositions in music portraying characters and action by selecting and organising sounds, silence, tempo and volume</p> <p>identify intended purposes and meanings as they listen to music portraying characters and action using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples.</p>
	<b>Type and Mode</b>	<i>Composing, Performing, Responding</i>	<i>Composing, Performing, Responding</i>	<i>Composing, Performing, Responding</i>	<i>Composing, Performing, Responding</i>
	<b>Conditions</b>	<p>Undertaken individually and/or in groups</p> <p>Undertaken in class time over several lessons</p> <p>Students able to seek assistance from their teacher regarding:</p> <ul style="list-style-type: none"> <li>○ the development of their composition and performance</li> <li>○ comprehension and interpretation of sources</li> </ul> <p>Performance</p>	<p>Undertaken individually and/or in groups</p> <p>Undertaken in class time over several lessons</p> <p>Students able to seek assistance from their teacher regarding:</p> <ul style="list-style-type: none"> <li>○ the development of their composition and performance</li> <li>○ comprehension and interpretation of sources</li> </ul> <p>Performance</p>	<p>Undertaken individually and/or in groups</p> <p>Undertaken in class time over several lessons</p> <p>Students able to seek assistance from their teacher regarding the development of their composition, performance, comprehension and interpretation of sources</p> <p>Individual contributions assessed in collaborative tasks</p> <p>Length:</p> <ul style="list-style-type: none"> <li>○ Composing — approximately 4–12 bars or 15 to 30 seconds</li> <li>○ Performing — approximately 1–2 minutes</li> <li>○ Responding — 30–200 words</li> </ul>	<p>Undertaken individually and/or in groups</p> <p>Undertaken in class time over several lessons</p> <p>Students able to seek assistance from their teacher regarding the development of their composition and performance and comprehension and interpretation of sources</p> <p>Individual contributions assessed in collaborative tasks</p> <p>Length:</p> <ul style="list-style-type: none"> <li>○ Performing — approximately 1–2 minutes</li> <li>○ Composing — approximately 4–12 bars or 15 to 30 seconds</li> <li>○ Responding — 30–200 words</li> </ul>
<b>Aspects of the achievement standard</b>					
<p>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.</p> <p>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.</p>		✓	✓	✓	✓

Year 4		Term 1 Unit 1	Term 2 Unit 2	Term 3 Unit 4	Term 4 Unit 3
Health	Achievement standard	<p>By the end of Year 4, students recognise strategies for managing change. They examine influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in different situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being fit and physically active. They describe the connections they have to their community and identify resources available locally to support their health, 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 movement concepts and strategies in different physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.</p>	<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>	<p>By the end of Year 4, students recognise strategies for managing change. They examine influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in different situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being fit and physically active. They describe the connections they have to their community and identify resources available locally to support their health, 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 movement concepts and strategies in different physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.</p>	<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>
	Unit overviews	<p><b>Unit 1: Making healthy choices</b> Students identify strategies to keep healthy and improve fitness. They explore the <i>Australian Guide to Healthy Eating</i> and the five food groups. Students understand the importance of a balanced diet and how health messages influence food choices. They create meal plans that reflect health messages. Students:</p> <ul style="list-style-type: none"> <li>review what is meant by being healthy</li> <li>identify strategies that help keep people healthy and well</li> <li>identify the five food groups.</li> <li>understand the health benefits of food</li> <li>understand the benefits of healthy food choices</li> <li>recognise strategies that assist in making healthy food choices</li> <li>explore healthy breakfast choices</li> <li>understand how health messages influence choices</li> <li>promote healthy food/meal choices.</li> </ul>	<p><b>Unit 2: Culture in Australia – Positive interactions Respectful Relationships</b> Students investigate how heritage and culture contribute to identity. They investigate how emotional responses vary and participate in partner and group activities. They explore the communication skills of respect and empathy and how they support positive interactions. Students:</p> <ul style="list-style-type: none"> <li>explore how cultures are similar and different</li> <li>investigate own heritage and culture</li> <li>understand how meeting challenges and coping with failure contribute to success</li> <li>identify relationships and roles that contribute to their identity</li> <li>understand that feelings can be communicated in different ways</li> <li>explore how emotional responses vary between cultures and individuals</li> <li>investigate ways to demonstrate respect and empathy</li> <li>identify varying emotional responses to situations..</li> </ul>	<p><b>Unit 4: Netiquette and online protocols- do Cyber talks with students</b> 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 local resources to support their safety. Students:</p> <ul style="list-style-type: none"> <li>examine the need to balance the time spent using electronic devices and playing outdoors</li> <li>recognise the health benefits and risks of interacting in online communities</li> <li>examine how personal information is used and shared online</li> <li>review websites and interpret health messages about cybersafety</li> <li>explore how their online behaviours and actions affect their digital footprint</li> <li>examine different types of communication they use on the internet and how to display good manners towards others.</li> </ul> <p>This unit incorporates concepts from the Daniel Morcombe Child Safety Curriculum.</p>	<p><b>Unit 3: Health Channels</b> Students examine different sources of health information and how to interpret them with regard to accuracy. They identify health messages and the methods they use to influence decisions. They look at smoking as a case study of how health messages change over time. Students apply decision-making skills to different health scenarios. Students:</p> <ul style="list-style-type: none"> <li>identify and interpret health messages</li> <li>assess the accuracy of health messages from different sources</li> <li>investigate the methods used to sell products and how they influence people's choices</li> <li>recognise how health messages in the media can change over time</li> <li>identify information sources and strategies to use when making decisions about their health.</li> </ul>
	Assessment	<p><b>Unit 1: Making healthy choices Supervised assessment</b> Students complete an assignment. They analyse breakfast food products to create a breakfast food plan that is suitable for students engaging in a physical activity. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>recognise strategies for managing change</li> <li>interpret health messages and discuss influences on healthy choices</li> <li>use decision-making skills to select strategies that help them stay healthy and active.</li> <li>strategies that help them stay healthy.</li> </ul>	<p><b>Unit 2: Culture in Australia – Positive interactions Collection of work</b> Students identify how heritage and culture influence identity by completing a 'Me card'. They demonstrate communication skills and strategies for working cooperatively during games from the 'Be positive' collection and observe varying emotional responses. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>identify influences that strengthen identities</li> <li>investigate how emotional responses vary</li> <li>understand how to interact positively with others in different situations</li> <li>apply strategies for working cooperatively.</li> </ul>	<p><b>Unit 4: Netiquette and online protocols- do Cyber talks with students - Collection of work</b> Students complete a series of tasks relating to a single cohesive context. They interpret health messages related to cybersafety and discuss the influences on safe online choices. They identify resources to support their online safety. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>interpret health messages and discuss the influences on safe choices</li> <li>describe the connections they have to their community and identify local resources to support their safety.</li> </ul>	<p><b>Unit 3: Health Channels Collection of work</b> Students identify health messages in product advertisements. They apply decision-making skills in relation to a health message for a product. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>interpret health messages and discuss the influences on healthy choices</li> <li>use decision-making skills to select and demonstrate</li> </ul>

Year 4		Term 1	Term 2	Term 3	Term 4
		Swimming	Athletics	Bat, catch, howzat	Swimming
Physical Education	Achievement Standard	<p>By the end of Year 4, students <b>recognise</b> strategies for managing change. They <b>identify</b> influences that strengthen identities. They <b>investigate</b> how emotional responses vary and <b>understand</b> how to interact positively with others in a variety of situations. Students <b>interpret</b> health messages and <b>discuss</b> the influences on healthy and safe choices. They <b>understand</b> the benefits of being healthy and physically active. They <b>describe</b> the connections they have to their community and <b>identify</b> local resources to support their health, wellbeing, safety and physical activity.</p> <p>Students <b>apply</b> strategies for working cooperatively and <b>apply</b> rules fairly. They use decision-making and problem-solving skills to <b>select</b> and <b>demonstrate</b> strategies that help them stay safe, healthy and active. They refine fundamental movement skills and <b>apply</b> movement concepts and strategies in a variety of physical activities and to <b>solve</b> movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.</p>	<p>By the end of Year 4, students recognise strategies for managing change. They examine influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in different situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being fit and physically active. They describe the connections they have to their community and identify resources available locally to support their health, physical activity and safety.</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 movement concepts and strategies in different physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.</p>	<p>By the end of Year 4, students recognise strategies for managing change. They examine influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in different situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being fit and physically active. They describe the connections they have to their community and identify resources available locally to support their health, physical activity and safety.</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 movement concepts and strategies in different physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.</p>	<p>By the end of Year 4, students <b>recognise</b> strategies for managing change. They <b>identify</b> influences that strengthen identities. They <b>investigate</b> how emotional responses vary and <b>understand</b> how to interact positively with others in a variety of situations. Students <b>interpret</b> health messages and <b>discuss</b> the influences on healthy and safe choices. They <b>understand</b> the benefits of being healthy and physically active. They <b>describe</b> the connections they have to their community and <b>identify</b> local resources to support their health, wellbeing, safety and physical activity.</p> <p>Students <b>apply</b> strategies for working cooperatively and <b>apply</b> rules fairly. They use decision-making and problem-solving skills to <b>select</b> and <b>demonstrate</b> strategies that help them stay safe, healthy and active. They refine fundamental movement skills and <b>apply</b> movement concepts and strategies in a variety of physical activities and to <b>solve</b> movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.</p>
	Unit overview	<p><b>Unit 1: Splish, Splash Superstars 1</b></p> <p>In this context, students practise and refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke, and breaststroke and solve safety and survival challenges. They also examine the benefits of being fit and physically active and how they relate to swimming.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>combine arm, leg and breathing movements with the elements of movement to develop swimming strokes</li> <li>refine body movements and apply movement concepts to perform aquatic skills and swimming strokes in a sequence</li> <li>examine the benefits of swimming.</li> </ul>	<p><b>Unit 2: Athletic Spectacle</b></p> <p>Students create an athletic themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>develop and combine fundamental movement skills to form athletic sequences</li> <li>become familiar with the elements of movement and their use in athletic sequences.</li> <li>create and practise athletic-themed movement sequences that link fundamental movement skills and apply the elements of movement</li> <li>develop athletic-movement sequences in authentic running, jumping and throwing situations.</li> </ul>	<p><b>Unit 3: Bat, catch, howzat</b></p> <p>Students apply strategies for working cooperatively and apply rules fairly. They demonstrate refined striking/fielding skills and concepts in active play and games. They apply skills, concepts and strategies to solve movement challenges in striking / fielding games.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>understand and develop strategies for working cooperatively and apply rules fairly in striking/fielding physical activity contexts</li> <li>develop and refine striking/fielding game skills and apply concepts in active play and minor games</li> <li>apply innovative and creative thinking, and skills, concepts and strategies to solve movement challenges in striking/fielding games.</li> </ul>	<p><b>Unit: Splish, Splash Superstars 2</b></p> <p>In this context, students practise and refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke, and breaststroke and solve safety and survival challenges. They also examine the benefits of being fit and physically active and how they relate to swimming.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>combine arm, leg and breathing movements with the elements of movement to develop swimming strokes</li> <li>refine body movements and apply movement concepts to perform aquatic skills and swimming strokes in a sequence</li> <li>examine the benefits of swimming.</li> </ul>
	Assessment	<p><b>Unit 1: Splish, Splash Superstars 1 - Practical</b></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. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>apply elements of movement to develop swimming strokes</li> <li>refine body movements and apply movement concepts to perform aquatic skills and swimming strokes in a sequence</li> <li>examine the benefits of swimming</li> </ul>	<p><b>Unit 2: Athletic Spectacle - Practical</b></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. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>develop and combine fundamental movement skills to form athletic sequences</li> <li>become familiar with the elements of movement and their use in athletic sequences</li> <li>create and practise athletic-themed sequences that link fundamental movement skills and apply the elements of movement.</li> </ul>	<p><b>Unit 3: Bat, catch, howzat - Practical</b></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. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>understand the relationship between fair play, cooperation and inclusivity</li> <li>apply supportive practices in striking and fielding physical activity contexts</li> <li>develop and refine striking and fielding game skills and apply concepts in active play and minor games.</li> </ul>	<p><b>Unit: Splish, Splash Superstars 2 - Practical</b></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. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>apply elements of movement to develop swimming strokes</li> <li>refine body movements and apply movement concepts to perform aquatic skills and swimming strokes in a sequence</li> <li>examine the benefits of swimming</li> </ul>

Year 4		Term 1 Unit 1	Term 2 Unit 2	Term 3 Unit 3	Term 4 Unit 4
Japanese	Achievement standard	<p><b>Years 3 and 4</b> 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 まず、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>			
	Unit overviews	<p><b>Unit 7: Mini Chef</b> 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"> <li>explore the traditions around cooking and eating practices in Japan</li> <li>use a range of language to discuss and describe traditional Japanese dishes</li> <li>participate in shared cooking activities</li> <li>participate in intercultural experiences to reflect on the language and culture associated with sharing meals in in Japanese and English-speaking cultures.</li> </ul>	<p><b>Unit 5: Amazing spaces</b> 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"> <li>engage with a range of texts about different places around Japan</li> <li>explore the geography of Japan in comparison to Australia</li> <li>use a range of language to describe various places in their community</li> <li>analyse and understand the systems of language relating to script recognition and Japanese sentence structure</li> <li>participate in intercultural experiences to reflect on language and culture relating to descriptions of places within a community.</li> </ul>	<p><b>Unit 8: The journey of the tale</b> In this unit, students will use language to explore the different representations of characters in traditional stories.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>engage with a range of traditional Japanese stories</li> <li>explore the representation of heroes in traditional stories</li> <li>analyse and understand the systems of language relating pronunciation and the text structure of Japanese stories</li> <li>participate in intercultural experiences to reflect on language and cultural values relating to character transformations in imaginative texts.</li> </ul>	<p><b>Unit 6: How do we celebrate?</b> In this unit, students use language to explore the concept of celebrations and make connections with own experiences.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>engage with a range of texts about seasonal celebrations in Japan</li> <li>use a range of language to discuss and describe a variety of celebrations</li> <li>compare celebrations in different countries</li> <li>analyse and understand the systems of language relating to script recognition and Japanese sentence structure</li> <li>participate in intercultural experiences to reflect on how participation in certain celebrations shapes identity.</li> </ul>
	Assessment	<p><b>Unit 7: Mini Chef</b> <i>Collection of work</i> Modes assessed: speaking, listening, reading The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>understand and respond to instructions related to classroom organisation and activities</li> <li>respond to simple questions using short spoken statements</li> <li>use counter classifiers in response to questions</li> <li>identify specific items of information when listening to texts</li> <li>use cues to assist comprehension</li> <li>translate simple texts using classroom resources such as charts or word lists, noticing that some words and expressions do not translate easily</li> <li>identify language variations that occur according to the age and relationship of participants, and according to the situation</li> <li>identify ways in which Japanese language reflects ways of behaving and thinking.</li> </ul>	<p><b>Unit 5: Amazing spaces</b> <i>Composition</i> Modes assessed: writing The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>create short informative and descriptive texts related to their personal world with the support of modelled language, scaffolded examples and resources</li> <li>describe places and events using adjectives, time-related vocabulary and appropriate verb forms</li> <li>write the 46 hiragana, including long vowels, voiced sounds, and blended sounds as formulaic language</li> <li>apply word order (subject-object-verb) in simple sentences.</li> <li>use the hiragana chart to support their writing, recognising its systematic nature</li> <li>know the role of particles.</li> </ul>	<p><b>Unit 8: The journey of the tale</b> <i>Composition</i> Modes assessed: speaking The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>create short spoken descriptive texts</li> <li>describe people and events using adjectives, time-related vocabulary and appropriate verb forms</li> <li>apply word order (subject–object–verb) in simple sentences</li> <li>identify both vowel and vowel–consonant sounds of hiragana, recognising that vowel sounds can be elongated and that this can change meaning</li> <li>identify ways in which rhythm is used to chunk phrases within a sentence</li> <li>demonstrate awareness of the predictable nature of pronunciation.</li> </ul>	<p><b>Unit 6: How do we celebrate?</b> <i>Composition</i> Modes assessed: writing The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>create short spoken informative and descriptive texts related to their personal world with the support of modelled language, scaffolded examples and resources</li> <li>describe people and events using adjectives, time-related vocabulary and appropriate verb forms</li> <li>write the 46 hiragana as well as high-frequency kanji</li> <li>identify examples of cultural differences between ways of communicating in Japanese and in their own language(s)</li> <li>use the hiragana chart to support their reading and writing, recognising its systematic nature</li> <li>know the role of particles; the rules for simple verb tense conjugations.</li> </ul>



# 2024 Year 5 Curriculum Overview

Year 5	Term 1		Term 2		Term 3		Term 4	
	Units 1 & 3		Unit 2	Data Informed Cycle of Learning	Unit 4	Unit 5	Unit 6	Data Informed Cycle of Learning
English	Achievement standard	<p><b>Receptive modes (listening, reading and viewing)</b> 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><b>Productive modes (speaking, writing and creating)</b> 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>	<p><b>Receptive modes (listening, reading and viewing)</b> 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><b>Productive modes (speaking, writing and creating)</b> 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>	<p><b>Receptive modes (listening, reading and viewing)</b> 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><b>Productive modes (speaking, writing and creating)</b> 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>	<p><b>Receptive modes (listening, reading and viewing)</b> 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><b>Productive modes (speaking, writing and creating)</b> 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>			
	Unit overviews	<p><b>Term 1 Weeks 1-8</b> <b>Unit 1: Examining and creating fantasy texts</b> Students listen to, read and interpret a novel from the fantasy genre showing understanding of character development in relation to plot and setting. They demonstrate the ability to analyse the development of a main character through a written response. They create the first chapter of a fantasy novel, depicting contrasting fantasy characters in relation to setting and plot.</p>	<p><b>Commence Term 1 Week 9 and continue Term 2 Weeks 1-6</b> <b>Unit 2: Examining media texts</b> 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><b>Weeks 1 - 5</b> <b>Unit 4: Appreciating poetry</b> 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.</p>	<p><b>Weeks 6- 10</b> <b>Unit 5: Responding to poetry</b> Students listen to, read and view a range of poetry, including narrative poems, to create a transformation of a narrative poem to a digital multimodal narrative.</p>	<p><b>Weeks 1-7</b> <b>Unit 6: Exploring narrative through novels and film</b> 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. Students listen to and view narrative films and spoken, written and digital film reviews, to create a written film review of a chosen film. Students express and justify opinions about aspects of the novels and films during group discussions.</p>		
	Assessment	<p><b>Unit 1: Imaginative response</b> <i>Imaginative response – written</i> Students write the first chapter of a fantasy novel, creating a ‘good’ and ‘evil’ character, and establish setting. <b>Unit 3: Oral Presentation</b> Multimodal presentation based on imaginative response.</p>	<p><b>Unit 2: Comprehend a feature article</b> <i>Exam/Test</i> Students interpret and analyse information from a feature article. <b>Unit 2: Multimodal feature article</b> <i>Poster/multimodal presentation</i> Students select information and create a multimodal feature article that presents a particular point of view about an issue.</p>	<p><b>Unit 4: Poetry analysis</b> <i>Informative response – written</i> 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.  <i>Explore additional poems other than Mother Earth</i></p>	<p><b>Unit 5: Digital multimodal narrative</b> <i>Poster/multimodal presentation</i> Students create a digital multimodal transformation of a narrative poem.</p>	<p><b>Unit 6 Comprehend an extract from Storm Boy (school generated with GTMJ)</b> Students interpret and analyse information from the novel, Storm Boy. <b>Unit 6: Written comparison</b> <i>Written</i> Students write a comparison of a novel and its film adaptation and state a preference.</p>		

Year 5		Term 1 Unit 1	Term 2 Unit 2	Term 3 Unit 3	Term 4 Unit 4
Maths	Achievement standard	<p>By the end of Year 5, students <b>solve</b> simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students <b>identify</b> and <b>describe</b> factors and multiples. They <b>identify</b> and <b>explain</b> strategies for finding unknown quantities in number sentences involving the four operations. They <b>explain</b> plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They <b>describe</b> transformations of two-dimensional shapes and <b>identify</b> line and rotational symmetry. Students <b>interpret</b> different data sets.</p> <p>Students order decimals and unit fractions and <b>locate</b> 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 <b>calculate</b> perimeter and area of rectangles. They convert between 12- and 24-hour time. Students use a grid reference system to <b>locate</b> landmarks. They <b>measure</b> and <b>construct</b> different angles. Students <b>list</b> outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students <b>pose</b> questions to gather data, and <b>construct</b> data displays appropriate for the data</p>	<p>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 <b>identify</b> and <b>describe</b> factors and multiples. They <b>identify</b> and <b>explain</b> strategies for finding unknown quantities in number sentences involving the four operations. They <b>explain</b> plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They <b>describe</b> transformations of two-dimensional shapes and <b>identify</b> line and rotational symmetry. Students <b>interpret</b> different data sets.</p> <p>Students order decimals and unit fractions and <b>locate</b> 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 <b>calculate</b> perimeter and area of rectangles. They convert between 12- and 24-hour time. Students use a grid reference system to <b>locate</b> landmarks. They <b>measure</b> and <b>construct</b> different angles. Students <b>list</b> outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students <b>pose</b> questions to gather data, and <b>construct</b> data displays appropriate for the data.</p>	<p>By the end of Year 5, students <b>solve</b> simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students <b>identify</b> and <b>describe</b> factors and multiples. They <b>identify</b> and <b>explain</b> strategies for finding unknown quantities in number sentences involving the four operations. They <b>explain</b> plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They <b>describe</b> transformations of two-dimensional shapes and <b>identify</b> line and rotational symmetry. Students <b>interpret</b> different data sets.</p> <p>Students order decimals and unit fractions and <b>locate</b> 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 <b>calculate</b> perimeter and area of rectangles. They convert between 12- and 24-hour time. Students use a grid reference system to <b>locate</b> landmarks. They <b>measure</b> and <b>construct</b> different angles. Students <b>list</b> outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students <b>pose</b> questions to gather data, and <b>construct</b> data displays appropriate for the data.</p>	<p>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 <b>identify</b> and <b>describe</b> factors and multiples. They <b>identify</b> and <b>explain</b> strategies for finding unknown quantities in number sentences involving the four operations. They <b>explain</b> plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They <b>describe</b> transformations of two-dimensional shapes and <b>identify</b> line and rotational symmetry. Students <b>interpret</b> different data sets.</p> <p>Students order decimals and unit fractions and <b>locate</b> 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 <b>calculate</b> perimeter and area of rectangles. They convert between 12- and 24-hour time. Students use a grid reference system to <b>locate</b> landmarks. They <b>measure</b> and <b>construct</b> different angles. Students <b>list</b> outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students <b>pose</b> questions to gather data, and <b>construct</b> data displays appropriate for the data.</p>
	Unit overviews	<p><b>Unit 1:</b> Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value — make connections between factors and multiples, identify numbers that have 2, 3, 5 or 10 as factors, round &amp; estimate whole numbers, represent multiplication using the split &amp; compensate strategy, choose appropriate procedures to represent the split &amp; compensate strategy of multiplication, use a written strategy to add &amp; subtract, round &amp; estimate to check the reasonableness of answers, explore mental computation strategies for division, solve problems using mental computation strategies &amp; informal recording methods, compare &amp; evaluate strategies that are appropriate to different problems, make generalisations.</li> <li>Fractions and decimals — use models to represent fractions, count on &amp; count back using unit fractions, identify &amp; compare unit fractions using a range of representations &amp; solve problems using unit fractions, add &amp; subtract simple fractions with the same denominator.</li> <li>Using units of measurement — investigate time, read &amp; represent 24-hour time, measure dimensions, estimate &amp; measure the perimeters of rectangles, investigate metric units of area measurement, estimate &amp; calculate area of rectangles.</li> <li>Data representation &amp; interpretation — define numerical &amp; categorical data, generate sample questions, explain why data is either numerical or categorical, explore why data is collected, choose appropriate methods to record data, interpret data, generalise by composing summary statements about data</li> <li>Chance — identify &amp; describe possible outcomes, describe equally likely outcomes, represent probabilities of outcomes using fractions, conduct a chance experiment &amp; investigate the fairness of a game.</li> </ul>	<p><b>Unit 2:</b> Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value — round &amp; estimate to check the reasonableness of answers, explore &amp; apply mental computation strategies for multiplication &amp; division, solve multiplication &amp; division problems with no remainders, solve problems using mental computation strategies &amp; informal recording methods, compare &amp; evaluate strategies that are appropriate to different problems &amp; explore &amp; identify factors &amp; multiples.</li> <li>Fractions and decimals — make connections between fractional numbers &amp; the place value system, &amp; represent, compare &amp; order decimals</li> <li>Patterns and algebra — create &amp; continue patterns involving whole numbers, fractions &amp; decimals, explore strategies to find unknown quantities.</li> <li>Location and transformation — investigate &amp; create reflection, translation &amp; rotation symmetry; describe &amp; create transformations using symmetry, transform shapes through enlargement &amp; describe the feature of transformed shapes.</li> <li>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.</li> <li>Geometric reasoning — identify the components of angles, compare &amp; estimate the size of angles to establish benchmarks, construct &amp; measure angles.</li> <li>Data representation and interpretation — explore methods of data representations to construct &amp; interpret data displays, reason with data.</li> </ul>	<p><b>Unit 3:</b> Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value — round &amp; estimate to check an answer is reasonable, use written strategies to add &amp; subtract, use an array to multiply one- &amp; two-digit numbers, use divisibility rules to divide, solve problems involving computation &amp; apply computation to money problems, multiplies whole numbers &amp; divides by a one-digit whole number with &amp; without remainders</li> <li>Fractions and decimals — makes connections between fractions &amp; decimals, compares &amp; orders decimals</li> <li>Money and financial mathematics — investigate income &amp; expenditure, calculate costs, investigate savings &amp; spending plans, develop &amp; explain simple financial plans.</li> <li>Patterns and algebra — creates, continues &amp; identifies the rule for patterns involving the addition &amp; subtraction of fractions, use number sentences to find unknown quantities involving multiplication &amp; division</li> <li>Using units of measurement — chooses appropriate units for length, area, capacity &amp; mass, measures length, area, capacity &amp; mass, finds perimeter, problem solves &amp; reasons when applying measurement to answer a question</li> <li>Location and transformation — explore mapping conventions, interpret simple maps, use alphanumeric grids to locate landmarks &amp; plot points, describe symmetry, create symmetrical designs &amp; enlarge shapes.</li> </ul>	<p><b>Unit 4:</b> Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value — apply mental &amp; written strategies to solve addition, subtraction, multiplication &amp; division problems, apply computation skills, use estimation &amp; rounding to check reasonableness, identify &amp; use factors &amp; multiples.</li> <li>Fractions and decimals — recognise that the place value system can be extended beyond thousandths, compare, order &amp; represent decimals, locate decimals on a number line</li> <li>Money and financial mathematics — create simple budgets, calculate with money, identify the GST component of invoices &amp; receipts, make financial decisions</li> <li>Using units of measurement — read &amp; represent 24-hour time, convert between 12- &amp; 24-hour time</li> <li>Location and transformation — use a grid to describe locations on maps, describe positions using landmarks &amp; directional language</li> <li>Geometric reasoning — estimate &amp; measure angles, construct angles using a protractor</li> <li>Chance — order chance events, express probability on a numerical continuum, apply probability to games of chance, make predictions in chance experiments</li> <li>Data representation and interpretation — design data-collection questions &amp; tools, collect data, represent as a column graph or dot plot, interpret data to draw a conclusion</li> </ul>
	Assessment	<p><b>Unit 1: Interpreting data and posing questions to collect data</b> Written Students classify and interpret data and pose questions to gather data.</p> <p><b>Unit 1: Solving simple multiplication, division and fraction problems</b> <i>Short answer questions</i> Students solve multiplication and division problems by efficiently and accurately applying a range of strategies, checking the reasonableness of answers using estimation and rounding. They locate, represent, compare and order fractions and add and subtract fractions with the same denominator</p> <p><b>Unit 1: Investigating chance experiments (optional)</b> <i>Assignment/Project</i> Students use simple strategies to reason and solve a chance inquiry question.</p>	<p><b>Unit 2: Applying shape, angle and transformation concepts</b> Written Students measure and construct angles, make connections between three-dimensional objects and their two-dimensional representation. Students describe the symmetry and transformation of two-dimensional shapes and identify line and rotational symmetry.</p> <p><b>Unit 2: Investigating data and constructing data displays (optional)</b> <i>Assignment/Project</i> Students use simple strategies to reason and solve a data inquiry question.</p>	<p><b>Unit 3: Continuing patterns, calculating with money and numbers</b> <i>Short answer questions</i> Students continue patterns by adding and subtracting fractions and decimals and identify and explain strategies for finding unknown quantities in number sentences involving the four operations. They apply a range of computation strategies to solve money problems and to plan and calculate simple budgets.</p> <p><b>Unit 3: Calculating measurements</b> <i>Short answer questions</i> Students choose appropriate units of measurement for length, area, volume, capacity and mass. They calculate perimeter and area of rectangles.</p> <p><b>Unit 3: Investigating the size of an object (optional)</b> <i>Assignment/Project</i> Students use simple strategies to reason and solve a measurement inquiry question.</p>	<p><b>Unit 4: Describing chance and probability</b> <i>Short answer questions</i> Students mathematically describe chance experiments involving equally likely outcomes and represent those outcomes</p> <p><b>Unit 4: Calculating time and identifying factors and multiples</b> <i>Short answer questions</i> Students convert between 12-hour and 24-hour time. Students identify and describe factors and multiples of whole numbers</p> <p><b>Unit 4: Investigating with measurement and mapping (optional)</b> <i>Assignment/Project</i> Students use simple strategies to reason and solve measurement and location inquiry questions..</p>

Year 5		Term 1 Unit 1	Term 2 Unit 2	Term 3 Unit 3	Term 4 Unit 4
Science	Achievement standard	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 and how science knowledge develops from many people's contributions. Students follow instructions to pose questions for investigation, predict what might happen when variables are changed, and plan investigation methods. 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. They use patterns in their data to suggest explanations and refer to data when they report findings. They describe ways to improve the fairness of their methods and communicate their ideas, methods and findings using a range of text types.	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. 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.	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 and how science knowledge develops from many people's contributions. Students follow instructions to pose questions for investigation, predict what might happen when variables are changed, and plan investigation methods. 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. They use patterns in their data to suggest explanations and refer to data when they report findings. They describe ways to improve the fairness of their methods and communicate their ideas, methods and findings using a range of text types.	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 and how science knowledge develops from many people's contributions. Students follow instructions to pose questions for investigation, predict what might happen when variables are changed, and plan investigation methods. 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. They use patterns in their data to suggest explanations and refer to data when they report findings. They describe ways to improve the fairness of their methods and communicate their ideas, methods and findings using a range of text types.
	Unit overviews	<b>Unit 1: Survival in the environment</b> 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.	<b>Unit 2: Our place in the solar system</b> 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 will pose questions, 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.	<b>Unit 3: Now you see it</b> 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.	<b>Unit 4: Matter matters</b> 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.
	Assessment	<b>Unit 1: Survival in the environment</b> <b>Creating a creature</b> Multimodal presentation Students design fictional creatures and analyse structural and behavioural features that enable them to function in an environment. They compare environmental data suggesting explanations for structural features selected in different environments. Students communicate ideas and explanations using multi-modal texts.	<b>Unit 2: Our place in the solar system</b> <b>Exploring of the solar system</b> Multimodal presentation Students describe key features of the solar system and how scientific knowledge develops from different people's contributions and discuss how developments have affected people's lives and help us solve problems. They communicate ideas using multimodal texts	<b>Unit 3: Now you see it</b> <b>aMAZEing trick</b> Experimental investigation Students explain everyday phenomena associated with the transfer of light. They discuss how scientific developments have affected people's lives and help us solve problems. They follow instructions to pose questions for investigation and predict the effect of changing variables when planning an investigation. Students describe ways to improve the fairness of their investigations and communicate their ideas and findings using multimodal texts.	<b>Unit 4: Matter matters</b> <b>Investigating evaporation and explaining solids, liquids and gases</b> Experimental Investigation Students classify substances according to their observable properties and behaviours. They follow instructions to pose questions and predict the effect of changing variables when planning, an investigation into evaporation. Students construct tables and graphs to organise data and identify patterns in data. They compare patterns in their data with predictions when suggesting explanations. Students describe ways to improve the fairness of their investigations and communicate ideas and findings using multimodal texts.



Year 5		Semester 1			Semester 2	
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
HASS	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.	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. 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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.
	Unit overviews	<b>Unit 1: People and the environment</b> Inquiry questions: <i>How do people and environments influence one another?</i> In this unit, students will investigate: <ul style="list-style-type: none"> <li>the characteristics of places in Europe and North America and the location of their major countries in relation to Australia</li> <li>the human and environmental factors that influence the characteristics of places and the interconnections between people and environments</li> <li>the impact of human actions on the environmental characteristics of places in two countries in Europe and North America</li> <li>how to complete maps using cartographic conventions</li> <li>the language used to describe the relative location of places at a national scale</li> <li>how to represent and interpret data to identify simple patterns, trends, spatial distribution, infer relationships and draw conclusions.</li> </ul>	<b>Unit 2: Managing Australian communities</b> Inquiry questions: <i>How are people and environments managed in Australian communities?</i> In this unit, students will investigate: <ul style="list-style-type: none"> <li>how places are affected by the interconnection between people, places and environments</li> <li>the influence of people on the human characteristics of places, including how the use of space within a place is organised</li> <li>how laws impact on the lives of people in the present</li> <li>the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management</li> <li>environmental challenges in the form of natural hazards</li> <li>ways in which people respond to a geographical challenge and the possible effects of actions.</li> </ul>	<b>Unit 3: Communities in colonial Australia (1800's)</b> Inquiry questions: <i>How have individuals and groups in the colonial past contributed to the development of Australia?</i> In this unit, students will investigate: <ul style="list-style-type: none"> <li>key events related to the development of British colonies in Australia after 1800</li> <li>the economic, political and social reasons for colonial developments in Australia after 1800</li> <li>aspects of daily life for different groups of people during the colonial period in Australia</li> <li>the effects that colonisation had on the lives of Aboriginal peoples and on the environment</li> <li>significant developments and events that impacted on the development of colonial Australia, including the gold rushes and inland exploration</li> <li>the significance of individuals and groups in shaping the colonies, especially through inland exploration.</li> </ul>	<b>Unit 4: Participating in Australian Communities</b> Inquiry questions: <i>How have people enacted their values and perceptions about their community, other people and places, past and present?</i> In this unit, students will investigate: <ul style="list-style-type: none"> <li>the key values of Australia's liberal democratic system of government, particularly the values of freedom, equality, fairness and justice</li> <li>significant past developments, events, individuals and groups that impacted on the development law and democracy in Australia, particularly the Eureka Stockade and Peter Lalor</li> <li>representative democracy and voting processes in Australia</li> <li>how laws impacted on the lives of people in the past.</li> </ul>	<b>Unit 5: Australian communities of the future (discretionary) Term 4 – Weeks 7-10</b> Inquiry questions: <i>What is the relationship between environments and my role as a consumer?</i> In this unit, students will investigate: <ul style="list-style-type: none"> <li>a familiar personal or community economics or business issue they may experience in their everyday life</li> <li>how to distinguish between needs and wants, and recognise why choices need to be made about how limited resources are used</li> <li>how different types of resources are used by societies to satisfy needs and wants of present and future generations</li> <li>how a variety of factors influence consumer choices, and that different strategies can be used to help make informed personal consumer and financial choices.</li> </ul>
	Assessment	<b>Assessment name: People and the environment</b> Assessment description: Students investigate the characteristics of places and use evidence to draw conclusions about a preferred place to live.	<b>Assessment name: Managing Australian communities</b> Assessment description: Students identify how legal and environmental issues in Australian communities can be managed.	<b>Assessment name: Communities in colonial Australia (1800s)</b> Assessment description: Students conduct an inquiry to answer the inquiry question, <i>How and why did the lives of the people in the Australian colonies change or stay the same because of the gold rush?</i>	<b>Assessment name: Participating in Australian communities</b> Assessment description: Students investigate democratic values and processes in the school community.	<b>Assessment name: Consumer decision-making in Australian communities (no reporting)</b> Assessment description: Students explain how people in communities make decisions about the use of resources to meet their needs and wants.

Year 5		Semester 1	Semester 2
		Design Technology	Digital Technologies
Technology	Achievement standard	<p>By the end of Year 6 students describe some 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>	<p><b>Years 5 and 6 Achievement Standard</b></p> <p>By the end of Year 6 students develop and modify digital solutions, and define problems and evaluate solutions using user stories and design criteria. They process data and show how digital systems represent data. Students design algorithms involving complex branching and iteration and implement them as visual programs including variables. They securely access and use multiple digital systems and describe their components and how they interact to process and transmit data. Students select and use appropriate digital tools effectively to plan, create, locate and share content, and to collaborate, applying agreed conventions and behaviours. They identify their digital footprint and recognise its permanence.</p>
	Unit overviews	<p><b>Unit 3: Materials and technologies specialisations: Design for nature</b></p> <p>In this unit, students will investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate their suitability for use. They will design a product to meet an identified need or opportunity for wildlife in their local area.</p> <p>They will examine the role of people in a range of technologies occupations and the tools and techniques they use.</p> <p>Students will apply the following processes and production skills:</p> <ul style="list-style-type: none"> <li>investigating by: <ul style="list-style-type: none"> <li>the analysis of needs and opportunities for designing</li> <li>the analysis of technologies and design features used in wildlife management</li> <li>the testing of tools and techniques with a range of materials</li> </ul> </li> <li>generating and documenting design ideas for a wildlife management product</li> <li>producing a wildlife management product for an identified need</li> <li>evaluating design ideas, processes and solutions against negotiated criteria for success</li> <li>collaborating as well as working individually throughout the process</li> <li>managing by developing project plans that include resources.</li> </ul> <p>Suggested partner unit: Science Year 5 Unit 1 – Survival in the Australian environment</p>	<p><b>Unit 2: Data Changing our World</b></p> <p>In this unit, students explain how information systems meet local and community needs, represent a variety of data types in digital systems and design and create an interactive spreadsheet and share information ethically. Learning opportunities include:</p> <p><b>Digital Systems: Data and information</b></p> <ul style="list-style-type: none"> <li>Design and create digital information that incorporates a data visualisation (eg. an infographic)</li> </ul> <p><b>Data representations: Binary Numbers</b></p> <ul style="list-style-type: none"> <li>Examine the way that computers use whole numbers to represent numbers. Convert binary numbers to decimal numbers and count in binary.</li> </ul> <p><b>Creating Digital Solutions: Creating a digital game</b></p> <ul style="list-style-type: none"> <li>Use a visual programming language to create a digital game.</li> </ul> <p><b>Collaboration and Protocols: Digital Citizenship</b></p> <ul style="list-style-type: none"> <li>Apply protocols while interacting in a collaborative learning space or creating a blog or website.</li> </ul>
	Assessment	<p><b>Unit 3: Materials and technologies specialisations: Design for nature</b></p> <p><i>Portfolio</i></p> <p>Students design and make a product that supports wildlife to coexist in the school environment. Assessment will gather evidence of student's ability to:</p> <ul style="list-style-type: none"> <li>describe competing factors in the design of products and environments.</li> <li>describe how technologies contribute to the future of wildlife.</li> <li>explain how materials and technologies influence designed solutions.</li> <li>identify needs and opportunities.</li> <li>generate and communicate ideas using appropriate methods.</li> <li>select and use appropriate resources to safely make a product.</li> <li>develop production plans identifying technologies processes.</li> <li>suggest criteria for success and use to evaluate ideas and product.</li> </ul>	<p><b>Unit 2: Data Changing our World</b></p> <p><b>Collection of Work</b></p> <p>Digital Systems (ACTDIP016)</p> <ul style="list-style-type: none"> <li>Students can manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols.</li> </ul> <p>Data representation (ACTDIK015 &amp; ACTDIP016)</p> <ul style="list-style-type: none"> <li>Students can explain how digital systems use whole numbers as a basis for representing a variety of data types.</li> </ul> <p>Creating Digital Solutions: (ACTDIP017)</p> <ul style="list-style-type: none"> <li>Students can define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems.</li> </ul> <p>Collaboration and Protocols: (ACTDIP022)</p> <ul style="list-style-type: none"> <li>Students can manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols.</li> </ul>

Year 5		Semester 1		Semester 2
		Drama	Media Arts	Dance
The Arts	Achievement standard	By the end of Year 6, students explain how dramatic action and meaning is communicated in drama they make, perform and view. They explain how drama from different cultures, times and places influences their own drama making. Students work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, play building and performances of devised and scripted drama for audiences.	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.	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.
	Unit overviews	<p><b>Drama</b> <b>Unit 1: Natural Disasters</b></p> <p>In this unit, students make and respond to drama exploring the impact of natural disasters on communities including stories and accounts as stimulus. Students will:</p> <ul style="list-style-type: none"> <li>explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations in response to stimulus of natural disasters</li> <li>develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action</li> <li>rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories about the impact of natural disasters and engage an audience</li> <li>explain and compare how the elements of drama and production elements communicate meaning in drama about the impact of events (including natural disasters) in different communities.</li> </ul>	<p><b>Media Arts</b> <b>Unit 1: Light and Shadow</b></p> <p>In this unit, students shape time and space to explore representations in media art forms. Students will:</p> <ul style="list-style-type: none"> <li>explore how media artists control form, light and shadow to suggest ideas and point of view about an aspect of their community</li> <li>experiment with media technology and collaborative production processes (film, photography, editing, lighting, video and special effects, sound and text) to create an aesthetic media arts production</li> <li>present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions, movement and lighting</li> <li>explain how the elements of media arts and story principles communicate meaning through comparison of media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.</li> </ul>	<p><b>Dance</b> <b>Unit 1: Symmetry and dance</b></p> <p>In this unit, students make and respond to dance by exploring symmetry as stimulus. Students will:</p> <ul style="list-style-type: none"> <li>explore movement and choreographic devices, using the elements of dance to structure dances that express ideas about symmetry including individual shapes and group formations</li> <li>develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination</li> <li>perform dance using expressive skills to communicate a choreographer's ideas on symmetry</li> <li>explain how the elements of dance and production elements communicate ideas about symmetry by comparing dances from different social, cultural and historical contexts.</li> </ul>
	Assessment	<p><b>Drama</b> <b>Unit 1: Natural Disasters</b></p> <p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>Works collaboratively as they use the elements of drama to shape character, voice and movement in improvisation and play building of devised and scripted drama for audiences.</li> <li>Works collaboratively as they use the elements of drama to shape character, voice and movement in performances of devised and scripted drama for audiences.</li> <li>Explains how dramatic action and meaning are communicated in drama they make, perform and view.</li> <li>Explains how drama from different cultures, times and places influences their own drama making.</li> </ul>	<p><b>Media Arts</b> <b>Unit 1: Light and Shadow</b></p> <p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>explain how points of view, ideas and stories are shaped and portrayed in media artworks they make and share</li> <li>explain how points of view, ideas and stories are shaped and portrayed in media artworks they view</li> <li>explain the purposes and audiences for media artworks made in different cultures, times and places</li> <li>work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movements and lighting.</li> </ul>	<p><b>Dance</b> <b>Unit 1: Symmetry and dance</b></p> <p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>explain how the elements of dance, choreographic devices and production elements communicate meaning about symmetry in dances they make, perform and view</li> <li>describe characteristics of symmetry in dances from different social, historical and cultural contexts that influence their dance making</li> <li>structure movements in dance sequences and use the elements of dance and choreographic devices, using the stimulus of symmetry to make dances that communicate meaning</li> <li>work collaboratively to perform dances using the stimulus of symmetry for audiences, demonstrating technical and expressive skills.</li> </ul>



# Kedron State School Australian Curriculum: The Arts

## Year 5 - 6 Band plan 2023 Music

CURRICULUM + Blackbelt Recorder Program Red – Book 3		YEAR 5		YEAR 6	
		SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
		Music		Music	
<b>Unit name</b>	Unit 1: Going to the movies		Unit 2: Around the world with music		Unit 3: Rhythmic riot
<b>Unit description</b>	In this unit, students make and respond to music exploring pieces of music that tell a story, and music that appears in film.		In this unit, students make and respond to music exploring the music-making of other cultures through their music journal.		In this unit, students make and respond to music by exploring the concept of ostinato – a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music.
ASSESSMENT		YEAR 5		YEAR 6	
		SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
<b>Range and balance of summative assessment conventions</b>	<b>Title</b>	Unit 1: Going to the movies	Unit 1: Going to the movies	Unit 2: Around the world with music	Unit 3: Rhythmic riot
	<b>Technique</b>	<p>explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns a range of pieces of music from films , for example driving the action, setting the scene and mood and portraying characters</p> <p>develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music from films</p> <p>rehearse and perform a piece of music from a film and compose a soundtrack to a short segment of film by improvising, sourcing and arranging ideas and making decisions to engage an audience</p> <p>explain how the elements of music communicate meaning by comparing music from a variety of segments of film.</p>	<p>explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns a range of pieces of music from films , for example driving the action, setting the scene and mood and portraying characters</p> <p>develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music from films</p> <p>rehearse and perform a piece of music from a film and compose a soundtrack to a short segment of film by improvising, sourcing and arranging ideas and making decisions to engage an audience</p> <p>explain how the elements of music communicate meaning by comparing music from a variety of segments of film.</p>	<p>explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns of music from different cultures such as Japan, Korea, India, Indonesia and China</p> <p>develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music from different cultures</p> <p>rehearse and perform music from different cultures including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience</p> <p>explain how the elements of music communicate meaning by comparing music from different cultures.</p>	<p>explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns found in ostinato and body percussion</p> <p>develop technical and expressive skills in singing and playing instruments (including body percussion) with understanding of rhythm, pitch and form in a range of pieces, including in music from the community featuring ostinati</p> <p>rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience incorporating ostinato and body percussion</p> <p>explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal music and Torres Strait Islander music that feature ostinato and body percussion.</p>
	<b>Type and Mode</b>	<i>Composing, Performing, Responding</i>	<i>Composing, Performing, Responding</i>	<i>Composing, Performing, Responding</i>	<i>Composing, Performing, Responding</i>
	<b>Conditions</b>	<ul style="list-style-type: none"> <li>Undertaken individually and/or in groups</li> <li>Composing — Length: approximately 30 seconds to one minute</li> <li>Performing — Length: approximately 30 seconds to one minute</li> <li>Responding — Length: approximately 150 to 250 words</li> </ul>	<ul style="list-style-type: none"> <li>Undertaken individually and/or in groups</li> <li>Composing — Length: approximately 30 seconds to one minute</li> <li>Performing — Length: approximately 30 seconds to one minute</li> <li>Responding — Length: approximately 150 to 250 words</li> </ul>	<ul style="list-style-type: none"> <li>Undertaken individually and/or in groups</li> <li>Undertaken in class time over several lessons</li> <li>Students able to seek assistance from their teacher regarding the development of their composition and performance and comprehension and interpretation of sources</li> <li>Length:               <ul style="list-style-type: none"> <li>Composing — approximately 8–16 bars</li> <li>Performing — approximately 2–3 minutes</li> <li>Responding — recorded oral response 2–3 minutes; written responses 50–300 words</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Undertaken individually and/or in groups</li> <li>Students able to seek assistance from their teacher regarding the development of their composition and performance and comprehension and interpretation of sources</li> <li>Performing — Length approximately 1–2 minutes</li> <li>Composing — Length a minimum of 4–12 bars or approximately 15–30 seconds</li> <li>Responding — recorded oral response 2–3 minutes; written responses 50–300 words</li> </ul>
<b>Aspects of the achievement standard</b>					
<p>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.</p> <p>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.</p>		✓	✓	✓	

Year 5		Term 1 Unit 4	Term 2 Unit 2	Term 3 Unit 3	Term 4 Unit 1
Health	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.	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.	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.	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.
	Unit overviews	<b>Unit 4: Growing up</b> Students explore developmental changes and transitions that occur as they grow older. They investigate strategies available to assist them with the transition. Students: <ul style="list-style-type: none"> <li>examine how identities are developed and change from pre-teen years into adolescence</li> <li>examine developmental changes that occur during pre-teen years</li> <li>investigate strategies and resources available to manage the changes associated with growing up and puberty.</li> </ul>	<b>Unit 2: Healthy habits</b> Students explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure. They identify good habits and how they contribute to overall health and wellbeing. Students: <ul style="list-style-type: none"> <li>understand the meaning of preventative health</li> <li>examine the role that preventative health has in maintaining health and wellbeing.</li> <li>explore a range of community resources and strategies aimed at supporting health and wellbeing.</li> <li>investigate healthy habits and strategies that promote and maintain health and wellbeing.</li> </ul>	<b>Unit 3: Multicultural Australia</b> Students gain an understanding of multiculturalism by examining the changing nature of Australia's cultural identity. They examine how sharing traditional food and physical activities from cultures can support community wellbeing and cultural understanding. Students: <ul style="list-style-type: none"> <li>explore factors that influence identity</li> <li>explore the changes in lifestyle and I identity in Australia</li> <li>recognise how food choices reflect identity in Australia.</li> <li>explore the factors that influence people's decisions and behaviours</li> <li>explore how important people in their lives and media can influence food choices</li> <li>examine how traditional foods and physical activities contribute to celebrations</li> <li>examine how cultural understanding and wellbeing is promoted through community events.</li> </ul>	<b>Unit 1: Emotional interactions – Respectful Relationships</b> Students recognise that emotions and behaviours influence how people interact. They understand that relationships are established and maintained by applying skills. Students identify practices that keep themselves and others safe and well. Students: <ul style="list-style-type: none"> <li>recognise that there are different types of relationships that exist in society</li> <li>understand that relationships are established and maintained by applying skills</li> <li>examine different types of interactions</li> <li>examine varying emotional responses and the impact they have on behaviour and relationships</li> <li>explore and practise ways to interact with others in different and challenging situations</li> <li>identify roles and responsibilities and examine how these impact on relationships.</li> <li>identify safe and unsafe behaviours</li> <li>identify strategies to keep themselves healthy, safe and well</li> <li>understand that there are adults they can use for support when feeling unsafe or uncomfortable.</li> </ul> This unit has been developed to incorporate sections of the Daniel Morcombe Child Safety Curriculum
	Assessment	<b>Unit 4: Growing up Collection of work</b> Students investigate developmental changes and transitions associated with growing up and access and interpret health information to create 'The development game'. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>investigate developmental changes and transitions</li> <li>access and interpret health information to enhance their own and others' health and wellbeing.</li> </ul>	<b>Unit 2: Healthy habits Research</b> Students complete an informative written response. They investigate a school procedure and rules related to health and wellbeing and prepare a written response to highlight the importance of these practices as healthy habits. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>describe their own and others' contribution to health and wellbeing</li> <li>access and interpret health information</li> <li>apply problem-solving skills to enhance their own and others' health and wellbeing.</li> </ul>	<b>Unit 3: Multicultural Australia Collection of work</b> Students complete a series of tasks relating to a cultural identity and physical activity supporting community wellbeing and cultural understanding. These tasks will be recorded and compiled to form a collection of work. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>explain the influence of people and places on identities</li> <li>examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding</li> </ul>	<b>Unit 1: Emotional interactions Project/assignment</b> Students complete an assignment. They respond to a series of questions and scenarios about emotional responses and interactions with others. They present a group role-play. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>recognise the influence of emotions on behaviours</li> <li>discuss factors that influence how people interact</li> <li>describe their own and others' contributions to health, physical activity, safety and wellbeing</li> <li>demonstrate skills to work collaboratively.</li> </ul>

Year 5		Term 1	Term 2	Term 3	Term 4
		Swimming	Athletics	Movement - Games	Swimming
Physical Education	Achievement standard	<p>By the end of Year 6, students <a href="#">investigate</a> developmental changes and transitions. They <a href="#">explain</a> the influence of people and places on identities. They <a href="#">recognise</a> the influence of emotions on behaviours and <a href="#">discuss</a> factors that influence how people interact. They <a href="#">describe</a> their own and others' contributions to health, physical activity, safety and wellbeing. They <a href="#">describe</a> the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They <a href="#">examine</a> how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.</p> <p>Students <a href="#">demonstrate</a> fair play and skills to work collaboratively. They access and <a href="#">interpret</a> health information and <a href="#">apply</a> 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 <a href="#">solve</a> movement challenges. They <a href="#">apply</a> the elements of movement when composing and performing movement sequences.</p>	<p>By the end of Year 6, students <a href="#">investigate</a> developmental changes and transitions. They <a href="#">explain</a> the influence of people and places on identities. They <a href="#">recognise</a> the influence of emotions on behaviours and <a href="#">discuss</a> factors that influence how people interact. They <a href="#">describe</a> their own and others' contributions to health, physical activity, safety and wellbeing. They <a href="#">describe</a> the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They <a href="#">examine</a> how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.</p> <p>Students <a href="#">demonstrate</a> fair play and skills to work collaboratively. They access and <a href="#">interpret</a> health information and <a href="#">apply</a> 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 <a href="#">solve</a> movement challenges. They <a href="#">apply</a> the elements of movement when composing and performing movement sequences</p>	<p>By the end of Year 5, students <a href="#">investigate</a> developmental changes and transitions. They <a href="#">explain</a> the influence of people and places on identities. They <a href="#">recognise</a> the influence of emotions on behaviours and <a href="#">discuss</a> factors that influence how people interact. They <a href="#">describe</a> their own and others' contributions to health, physical activity, safety and wellbeing. They <a href="#">describe</a> the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They <a href="#">examine</a> how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.</p> <p>Students <a href="#">demonstrate</a> fair play and skills to work collaboratively. They access and <a href="#">interpret</a> health information and <a href="#">apply</a> 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 <a href="#">solve</a> movement challenges. They <a href="#">apply</a> the elements of movement when composing and performing movement sequences.</p>	<p>By the end of Year 6, students <a href="#">investigate</a> developmental changes and transitions. They <a href="#">explain</a> the influence of people and places on identities. They <a href="#">recognise</a> the influence of emotions on behaviours and <a href="#">discuss</a> factors that influence how people interact. They <a href="#">describe</a> their own and others' contributions to health, physical activity, safety and wellbeing. They <a href="#">describe</a> the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They <a href="#">examine</a> how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.</p> <p>Students <a href="#">demonstrate</a> fair play and skills to work collaboratively. They access and <a href="#">interpret</a> health information and <a href="#">apply</a> 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 <a href="#">solve</a> movement challenges. They <a href="#">apply</a> the elements of movement when composing and performing movement sequences.</p>
	Unit overview	<p><b>Unit: Stroke development and correction</b></p> <p>In this unit students perform accurate stroke techniques over a timed endurance swim – freestyle, backstroke, breaststroke. 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. They will also examine the benefits of being fit and physically active and how they relate to swimming</p> <p>Students will</p> <ul style="list-style-type: none"> <li>perform stroke techniques (freestyle, backstroke, breaststroke)</li> <li>over a sustained distance and timeframe.</li> <li>greater than 5 laps in 5 minutes</li> </ul>	<p><b>Unit ? : Faster, Stronger, Higher</b></p> <p>In this unit students practise the activities of shot put, high jump, long jump, running and ball games in readiness for the whole school athletics day.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>perform specialised movement skills</li> <li>understand how timing and effort affect movements and overall performance</li> <li>refine body positions and movements to improve performance</li> <li>participate safely in the activities</li> <li>work individually and co-operatively during the activities</li> <li>understand the benefits of being fit and physically active and how they relate to athletics</li> </ul>	<p><b>Unit 3: Built for B-Ball</b></p> <p>In this unit, students will develop specialised football skills</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>develop specialised football skills</li> <li>perform football skills in a sequence</li> <li>understand and apply strategies and rules within a game of soccer</li> </ul> <p><b>Practical</b></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><b>Unit: Swimming Junior Life Saver</b></p> <p>In this context students practice specialised movement skills including: swimming strokes, survival strokes and rescue situations. They apply and combine the above skills in different rescue situations.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>develop above water and underwater arm recovery strokes, rescue techniques and survival skills</li> <li>apply swimming concepts and strategies to refine performance of swimming strokes</li> <li>develop understanding of lifesaving concepts and strategies and apply them in practical survival and rescue situations.</li> </ul>
	Assessment	<p><b>Unit : Stroke development and correction</b></p> <p>The <b>assessment</b> will gather evidence of the student's ability to:-</p> <ul style="list-style-type: none"> <li>perform arm, leg and breathing movements to execute recognised swimming strokes</li> <li>understand how timing and effort affect movements and overall stroke performance</li> <li>refine body positions and movements</li> <li>understand the benefits of being fit and physically active and how they relate to swimming</li> <li>combine movement concepts and strategies to achieve movement outcomes and solve movement challenges.</li> <li>perform freestyle, backstroke, breaststroke.</li> </ul>	<p><b>Unit : Faster, Stronger, Higher</b></p> <p>The <b>assessment</b> will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>perform specialised movement skills</li> <li>understand how timing and effort affect movements and overall performance</li> <li>refine body positions and movements to improve performance</li> <li>participate safely in the activities</li> <li>work individually and co-operatively during the activities</li> </ul>	<p><b>Unit 3: Built for B-Ball</b></p> <p>The <b>assessment</b> will gather evidence of the student's ability to perform specialised movement skills with accuracy, timing, control and precision:</p> <ul style="list-style-type: none"> <li>dribbling,</li> <li>shooting</li> <li>passing</li> <li>team strategy</li> </ul>	<p><b>Unit: Swimming Junior Life Saver</b></p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>perform specialised movement skills and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges.</li> <li>perform freestyle, backstroke, breaststroke and survival backstroke</li> </ul>

Year 5		Term 1 Unit 1	Term 2 Unit 2	Term 3 Unit 3	Term 4 Unit 4
Japanese	Achievement standard	<p><b>Years 5 and 6 Achievement Standard</b></p> <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, 小さい, 雨</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</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, たべます, 見ました, 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. 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</i>. They understand and apply the rules and phonetic changes related to counter classifiers, such as <i>さんぜんえん, っこ, 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, 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>			
	Unit overviews	<p><b>Unit 1: What's in a name?</b></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. Students will:</p> <ul style="list-style-type: none"> <li>• discuss names, nicknames and surnames</li> <li>• analyse and organise information into key ideas and supporting details</li> <li>• create texts about self-identity</li> <li>• recognise and understand blended sounds and exceptions to phonetic rules when speaking</li> </ul> <p>participate in intercultural experiences to notice, compare and reflect on language and culture.</p>	<p><b>Unit 2: what is a family?</b></p> <p>In this unit, students use language to communicate ideas relating to the concept of family and identity. Students will:</p> <ul style="list-style-type: none"> <li>• introduce themselves and other family members</li> <li>• interact with peers about family members and activities</li> <li>• identify language and behaviours that reflect relationships and values in Japanese society</li> <li>• develop understanding of 'identity' and whether learning Japanese has an effect on sense of 'self'.</li> </ul>	<p><b>Unit 3: Momotaro: A Folk Tale – The Peach Boy?</b></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). Students will:</p> <ul style="list-style-type: none"> <li>• encounter authentic language in a range of spoken and written texts about a variety of imaginary characters</li> <li>• use Japanese to discuss the qualities of the characters from Momotaro</li> <li>• respond to imaginative texts and identify qualities in imaginative characters</li> <li>• understand and apply knowledge of adjectives and text features to describe attributes of imaginative characters</li> </ul>	<p><b>Unit 4: How to we play?</b></p> <p>In this unit, students explore the concept of play and its universality across cultures. Students will:</p> <ul style="list-style-type: none"> <li>• discuss group play activities</li> <li>• plan and demonstrate group games</li> <li>• translate game rules</li> <li>• reflect on cultural values expressed through game play.</li> </ul>
	Assessment	<p><b>Unit 1: What's in a name?</b></p> <p><i>Collection of work: listening, speaking, reflecting</i></p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• locate specific information and some supporting details in a range of spoken texts on familiar topics</li> <li>• create connected texts of a few sentences</li> <li>• structure sentences using particles</li> <li>• comment on similarities and differences in ways of expressing values in Japanese compared to other languages and cultures</li> </ul> <p>identify behaviours and values associated with Japanese society and incorporate these into their own language use.</p>	<p><b>Unit 2: what is a family?</b></p> <p><i>Collection of work: speaking, reflecting</i></p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• use formulaic and modelled language to share or convey information about activities and events, using time expressions</li> <li>• structure sentences using particles and prepositions</li> <li>• describe events and experiences in time</li> <li>• understand and use the hiragana chart to pronounce contracted and blended sounds and exceptions to phonetic rules</li> <li>• understand and apply the rules and phonetic changes related to counter classifiers</li> </ul> <p>identify behaviours and values associated with Japanese society and incorporate these into their own language use.</p>	<p><b>Unit 3: Momotaro: A Folk Tale – The Peach Boy?</b></p> <p><i>Collection of work: writing</i></p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• extend answers by using conjunctions</li> <li>• write all hiragana, including voiced sounds, long vowel sounds, double consonants and blends, and high-frequency kanji</li> <li>• create connected texts of a few sentences. Structure sentences using particles, prepositions and apply the rules of punctuation when writing</li> <li>• translate familiar texts, recognising formulaic expressions and culturally specific textual features and language use</li> <li>• apply knowledge of stroke order to form characters</li> </ul>	<p><b>Unit 4: How to we play?</b></p> <p><i>Collection of work: writing, reflecting, speaking</i></p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• use formulaic and modelled language in classroom interactions to carry out transactions</li> <li>• ask and respond to questions in familiar contexts using complete sentences and appropriate pronunciation, rhythm and intonation</li> <li>• ask for clarification and assistance, negotiate turn-taking and follow instructions</li> <li>• extend answers by using conjunctions</li> <li>• show concern for and interest in others by making enquiries and apologise and express thanks using appropriate gestures</li> <li>• translate familiar texts, recognising formulaic expressions and culturally specific textual features and language use</li> <li>• comment on similarities and differences in ways of expressing values such as politeness, consideration and respect in Japanese compared to other languages and cultures</li> <li>• understand and use the hiragana chart to pronounce contracted and blended sounds and exceptions to phonetic rules</li> </ul> <p>understand and apply the rules and phonetic changes related to counter classifiers.</p>



## 2024 Year 6 Curriculum Overview

Year 6		Term 1	Term 1/2		Term 3		Term 4
		Unit 1	Unit 2	Unit 3	Unit 5	Unit 4	Unit 6
<b>English</b>	<b>Achievement standard</b>	<p><b>Receptive modes (listening, reading and viewing)</b> 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><b>Productive modes (speaking, writing and creating)</b> 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>	<p><b>Receptive modes (listening, reading and viewing)</b> 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><b>Productive modes (speaking, writing and creating)</b> 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>		<p><b>Receptive modes (listening, reading and viewing)</b> 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 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><b>Productive modes (speaking, writing and creating)</b> 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>		<p><b>Receptive modes (listening, reading and viewing)</b> 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><b>Productive modes (speaking, writing and creating)</b> 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>
	<b>Unit overviews</b>	<p><b>Unit 1: Short stories</b> 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><b>Unit 2: Examining advertising in the media</b> Students read, view and listen to advertisements in print and digital media. They understand how language and text features can be combined for persuasive effect. They demonstrate their understanding of advertising texts' persuasive features through the creation of their own digital multimodal advertisement and an explanation of creative choices.</p>	<p><b>Unit 3: Exploring news reports in the media</b> Students listen to, read and view a variety of news reports from television, radio and the internet. Students identify and analyse bias in media reports. They evaluate the effectiveness of language devices that represent ideas and events with the intent to influence an audience. They create a written response to a news report.</p>	<p><b>Unit 5: Exploring literary texts (poems) by the same author/poet)</b> Students listen to and read poems by the same author/poet to identify language choices and author strategies used to influence the reader. They compare two poems by the same author to identify aspects of author style. Students prepare a response analysing author style in the poem, and participate in a class discussion.</p>	<p><b>Unit 4: Interpreting literary texts</b> 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><b>Unit 6: Comparing texts</b> 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. Students transform an informative text into a literary text for younger audiences.</p>
	<b>Assessment</b>	<p><b>Unit 1: Writing a short story (commence week 6)</b> <i>Written</i> Students write an imaginative and entertaining short story about a character who faces a conflict and explain editorial choices. Students will produce a picture story book with their own art to complement the written text. <i>If time permits, students will present their stories to their peers and/or Year 5.</i></p>	<p><b>Unit 2: Create a multimodal advertisement</b> <i>Poster/multimodal presentation</i> Students create a multimodal advertisement on a holiday destination and explain how it persuades the viewer</p>	<p><b>Unit 3: Evaluation of a news report</b> <i>Written</i> Students evaluate the language of news reports focusing on the writer's ability to influence the audience to accept a particular point of view about a topic.</p>	<p><b>Unit 5: Class discussion and student presentation</b> <i>Oral</i> Students participate in a class discussion to analyse and evaluate the style of an individual author/poet.</p>	<p><b>Unit 4: A letter to the future</b> <i>Informative response – written</i> Students write a letter to a student in the future to evoke a sense of time and place.</p>	<p><b>Unit 6: Arguing a point of view</b> <i>Informative response – written</i> Students argue a point of view about the effectiveness of literary and informative texts in conveying their message..</p>



Year 6		Term 1	Term 2	Term 3	Term 4
		Unit 1	Unit 2	Unit 3	Unit 4
Mathematics	Achievement standard	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>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. 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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.</p>
	Unit overviews	<p><b>Unit 1</b> Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value - Identify and describe properties of prime and composite numbers, select and apply mental and written strategies to problems involving all four operations</li> <li>Fractions and decimals - Order and compare fractions with related denominators, add and subtract fractions with related denominators, calculate the fraction of a given quantity and solve problems involving the addition and subtraction of fractions</li> <li>Money and financial mathematics - investigate and calculate percentage discounts of 10%, 25% and 50% on sale items.</li> <li>Using units of measurement - solve problems involving the comparison of lengths and areas, and interpret and use timetables</li> <li>Chance - Represent the probability of outcomes as a fraction or decimal and conduct chance experiments.</li> <li>Data representation and interpretation - Revise different types of data displays, interpret data displays, investigate the similarities and differences between different data displays, identify the purpose and use of different displays and identify the difference between categorical and numerical data.</li> </ul>	<p><b>Unit 2</b> Students develop understandings of:</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>Using units of measurement - make connections between volume and capacity</li> <li>Shape - problem solve and reason to create nets and construct models of simple prisms and pyramids.</li> <li>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.</li> </ul>	<p><b>Unit 3</b> Students develop understandings of:</p> <ul style="list-style-type: none"> <li>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.</li> <li>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, multiply decimals by whole numbers, divide numbers that result in tenths and hundredths, and solve problems involving fractions and decimals.</li> <li>Money and financial mathematics - connect fractions and percentage, calculate percentages and discounts, calculate discounts of 10%, 25% and 50% on sale items.</li> <li>Patterns and algebra - create and complete sequences involving fractions and decimals, describe the rule used to create the sequence and apply the order of operations to aid calculations when solving problems.</li> <li>Using units of measurement - connect decimals to the metric system, convert between units of measure, compare length and solve problems involving length and area and connect volume and capacity.</li> <li>Location and transformation - identify the four quadrants on a Cartesian plane, plot and locate ordered pairs in all four quadrants, apply one-step transformations and describe combinations of translations, reflections and rotations.</li> </ul>	<p><b>Unit 4</b> Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value -, solve problems using the order of operations, solve multiplication and division problems using a written algorithm.</li> <li>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.</li> <li>Patterns and algebra – represent number patterns in a table and graphically, use rules to continue patterns, write a rule to describe a pattern, apply the rule to find the value of unknown terms</li> <li>Location and transformation - apply translations, reflections and rotations to create symmetrical shapes.</li> <li>Geometric reasoning - measure and describe angles, apply generalisations about angles on a straight line, angles at a point and vertically opposite angles and apply in real-life contexts.</li> <li>Chance – conduct chance experiments, record data in a frequency table, calculate relative frequency, write probability as a fraction, decimal or percent, compare observed and expected frequencies.</li> <li>Data representation and interpretation - compare primary and secondary data, source secondary data, explore data displays in the media, problem solve and reason by interpreting secondary data.</li> </ul>
	Assessment	<p><b>Unit 1: Interpreting and comparing data displays</b> <i>Short answer questions</i> Students interpret and compare data displays.</p> <p><b>Unit 1: Interpreting and using timetables</b> <i>Short answer questions</i> Students interpret and use timetables and cost information to determine a travel schedule.</p> <p><b>Unit 1: Investigating and solving problems involving area (optional)</b> <i>Assignment/project</i> Students use simple strategies to reason and solve a measurement inquiry question</p>	<p><b>Unit 2: Applying the order of operations</b> <i>Short answer questions</i> Students write and apply the correct use of brackets and order of operations in number sentences.</p> <p><b>Unit 2: Investigating angles</b> <i>Short answer questions</i> Students find unknown angles using the relationships between angles on a straight line, vertically opposite angles and angles at a point</p> <p><b>Unit 2: Investigating pyramids and measurement (optional)</b> <i>Assignment/project</i> Students use simple strategies to reason and solve a shape and measurement inquiry question.</p>	<p><b>Unit 3: Identifying number properties and calculating percentage discounts</b> <i>Short answer questions</i> Students recognise the properties of prime, composite, square and triangular numbers, solve problems involving division and multiplication, calculate common percentage discounts on sale items and connect fractions, decimals and percentages</p> <p><b>Unit 3: Locating integers and describing and transformations</b> <i>Short answer questions</i> Students describe the use of integers in everyday contexts, locate integers on a number line, locate and ordered pair in any one of the four quadrants on the Cartesian plane and describe combinations of transformations</p> <p><b>Unit 3: Calculating fractions and decimals</b> <i>Short answer questions</i> Students locate fractions on a number line, 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. To perform calculations on decimals including multiplying and dividing by powers of 10 and make connections between capacity and volume.</p>	<p><b>Unit 4: Describing probabilities and comparing frequencies</b> <i>Short answer questions</i> Students compare observed and expected frequencies and write probabilities as fractions, decimals and percentages.</p> <p><b>Unit 4: Investigating and interpreting secondary data (optional)</b> <i>Assignment/project</i> Students interpret secondary data and problem-solve and reason using secondary sources</p> <p><b>Unit 4: Investigating and solving problems involving measurement and data (optional)</b> <i>Assignment/project</i> Students collect relevant evidence about athletes' performance over time. They will present and justify evidence about athletes' performance over time.</p>

Year 6		Term 1 Unit 1	Term 2 Unit 2	Term 3 Unit 3	Term 4 Unit 4
Science	Achievement standard	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 to generate electricity. They explain how natural events cause rapid change to the Earth's surface. They describe and predict the effect of environmental changes on individual living things. Students explain how scientific knowledge is used in decision making and identify contributions to the development of science by people from a range of cultures. 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 graphic representations and construct multi-modal texts to communicate ideas, methods and findings.	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 to generate electricity. They explain how natural events cause rapid change to the Earth's surface. They describe and predict the effect of environmental changes on individual living things. Students explain how scientific knowledge is used in decision making and identify contributions to the development of science by people from a range of cultures. 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 graphic representations and construct multi-modal texts to communicate ideas, methods and findings.	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 to generate electricity. They explain how natural events cause rapid change to the Earth's surface. They describe and predict the effect of environmental changes on individual living things. Students explain how scientific knowledge is used in decision making and identify contributions to the development of science by people from a range of cultures. 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 graphic representations and construct multi-modal texts to communicate ideas, methods and findings.	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 to generate electricity. They explain how natural events cause rapid change to the Earth's surface. They describe and predict the effect of environmental changes on individual living things. Students explain how scientific knowledge is used in decision making and identify contributions to the development of science by people from a range of cultures. 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 graphic representations and construct multi-modal texts to communicate ideas, methods and findings.
	Unit overviews	<b>Unit 1: Making changes</b> 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.	<b>Unit 2: Energy and electricity</b> 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. They evaluate personal and community decisions related to use of different energy sources and their sustainability.	<b>Unit 3: Our changing world</b> Students explore how sudden geological changes 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 predictions regarding the course of tropical cyclones can be improved by gathering data.	<b>Unit 4: Life on Earth</b> 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.
	Assessment	<b>Unit 1: Testing change: Reversible or irreversible?</b> <i>Experimental investigation</i> 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	<b>Unit 2: Analysing energy and electricity</b> <i>Supervised assessment</i> 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.	<b>Unit 3: Explaining changes to the surface of Earth</b> <i>Exam/Text</i> Students explain how natural events cause rapid changes to Earth's surface and identify contributions to the development of science by people from a range of cultures. Students identify how research can improve data.	<b>Unit 4: Investigating mouldy bread</b> <i>Experimental investigation</i> Students develop an investigable question and design an investigation into simple cause-and-effect relationships including identifying variables to be changed and measured and potential safety risks. They collect, organise and interpret data to identify environmental factors that contribute to mould growth in bread and explain how scientific knowledge helps to solve problems.

Year 6	Semester 1		Semester 2		
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>HASS</b>  <b>Achievement standard</b>	<p>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.</p> <p>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.</p>	<p>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. 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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.</p>	<p>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.</p> <p>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. 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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.</p>

<b>Unit overviews</b>	<p><b>Unit 1: Australia in the past</b> 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"> <li>examine the key figures, events and ideas that led to Australia's Federation and constitution</li> <li>recognise the contribution of individuals and groups to the development of Australian society since Federation</li> <li>investigate the key institutions, people and processes of Australia's democratic and legal system</li> <li>locate, collect and interpret information from primary sources</li> <li>sequence information about events and the lives of individuals in chronological order</li> <li>develop arguments</li> <li>use criteria to make decisions and judgments</li> <li>work in groups to generate responses to issues and challenges</li> <li>propose action in response to issues and challenges.</li> </ul>	<p><b>Unit 2: Australians as citizens</b> 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"> <li>recognise the responsibilities of citizens in Australia's democracy</li> <li>consider the shared values, right and responsibilities of Australian citizenship and obligations that people may have as global citizens</li> <li>identify different points of view</li> <li>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</li> <li>investigate stories of groups of people who have migrated to Australia since Federation</li> <li>evaluate the contribution of individuals and groups to the development of Australian society since Federation</li> <li>sequence information about events and represent time by creating timelines</li> <li>present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials..</li> </ul>	<p><b>Unit 3: Australia in a diverse world</b> 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"> <li>examine the geographical diversity of the Asia region and the location of its major countries in relation to Australia</li> <li>investigate differences in the economic, demographic and social characteristics of countries across the world</li> <li>consider the world's cultural diversity, including that of its indigenous peoples</li> <li>identify Australia's connections with other countries</li> <li>organise and represent data in large- and small-scale maps using appropriate conventions</li> <li>interpret data to identify, describe and compare distributions and trends</li> <li>present ideas, findings and conclusions in a range of communication forms that incorporate source materials, mapping, communication conventions and discipline-specific terms.</li> </ul>	<p><b>Unit 4: Australia's global connections</b> Inquiry questions: <i>How do Australia's global connections influence my role as a global citizen?</i> In this unit, students:</p> <ul style="list-style-type: none"> <li>identify how Australia's connections with other countries change people and places</li> <li>recognise the effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places</li> <li>develop appropriate questions to frame an investigation</li> <li>locate and collect useful information from primary and secondary sources</li> <li>organise and represent data in a range of formats, using appropriate conventions</li> <li>interpret data to identify patterns and trends, and to infer relationships</li> <li>identify different points of view and solutions to an issue</li> <li>reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal</li> <li>present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, graphing, communication conventions and discipline-specific terms.</li> </ul>	<p><b>Unit 5 – Making decisions to benefit my community (discretionary – plan, teach, assess, no reporting)</b> 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"> <li>investigate a familiar community or regional economics or business issue that may affect the individual or the local community</li> <li>examine how the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs</li> <li>identify the effect that consumer and financial decisions can have on the individual, the broader community and the environment</li> <li>recognise the reasons businesses exist and the different ways they provide goods and services</li> <li>present ideas, findings and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.</li> </ul>
	<b>Assessment</b>	<p><b>Unit 1: Australia in the past</b> <i>Assessment task</i> Students explain the significance of key people, events, institutions and processes to the development of the Australian nation. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>explain the significance of an event/development, an individual</li> <li>describe the causes and effects of change on society</li> <li>explain the importance of people, institutions and processes to Australia's democracy and legal system</li> <li>locate and collect useful data and information from primary and secondary sources</li> <li>sequence information about events, the lives of individuals in chronological order</li> <li>collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others</li> <li>reflect on learning to propose personal and/or collective action in response to an issue, and predict the probable effects</li> <li>present ideas, viewpoints and conclusions that incorporate source materials, communication conventions and discipline-specific terms.</li> </ul>	<p><b>Unit 2: Australians as citizens</b> <i>Assessment task</i> To investigate the rights and responsibilities of Australian citizens today, and the experiences of Australian democracy and citizenship for different groups in the past. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>identify and describe continuities and changes for different groups in the past</li> <li>compare the experiences of different people in the past</li> <li>describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens</li> <li>explain different views on how to respond to an issue or challenge</li> <li>generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others</li> <li>present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.</li> </ul>	<p><b>Unit 3: Australia in a diverse world</b> <i>Assessment task</i> To demonstrate an understanding of the diversity of places by representing and interpreting data and information in a variety of forms. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>describe, compare and explain the diverse characteristics of different places in different locations from local to global scales</li> <li>describe how people, places, communities and environments are diverse</li> <li>interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions</li> <li>organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions</li> <li>present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, communication conventions and discipline-specific terms.</li> </ul>	<p><b>Unit 4: Australia's global connections</b> <i>Assessment task</i> To investigate the effects of trade connections between Australia and Asia. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>describe how people, places, communities and environments are globally interconnected</li> <li>identify the effects of global interconnections over time</li> <li>develop appropriate questions to frame an investigation</li> <li>locate and collect useful data and information from primary and secondary sources</li> <li>interpret data to identify, describe and compare patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions</li> <li>represent data in a range of formats, including large- and small-scale maps, using appropriate conventions</li> <li>reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal</li> <li>present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, graphing, communication conventions and discipline-specific terms.</li> </ul>

Year 6		Semester 1	Semester 2
		Design Technologies	Digital Technologies
Technology	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>	<p>By the end of Year 6 students develop and modify digital solutions, and define problems and evaluate solutions using user stories and design criteria. They process data and show how digital systems represent data. Students design algorithms involving complex branching and iteration and implement them as visual programs including variables. They securely access and use multiple digital systems and describe their components and how they interact to process and transmit data. Students select and use appropriate digital tools effectively to plan, create, locate and share content, and to collaborate, applying agreed conventions and behaviours. They identify their digital footprint and recognise its permanence.</p>
	Unit overviews	<p><b>Unit 2: Design technology – Engineering principles and systems: Hands off</b> <b>Engineering principles and systems</b></p> <p>In this unit, students will investigate how electrical energy can control movement, sound or light in a designed product or system. They will design a solution to an environment's security need and make an electrical device that is part of the solution.</p> <p>They will examine the role of people in engineering technology occupations in developing solutions for current and future use.</p> <p>Students will apply the following processes and production skills:</p> <ul style="list-style-type: none"> <li>Investigating by: <ul style="list-style-type: none"> <li>the analysis of technologies applied in security systems</li> <li>the testing of circuits and devices that control movement, sound or light</li> </ul> </li> <li>Generating and documenting design ideas for securing environments using technical terms and graphical representation techniques</li> <li>Producing a functional device by safely using materials, components, tools and techniques</li> <li>Evaluating design ideas, processes and solutions against negotiated criteria for success including sustainability</li> <li>Collaborating as well as working individually throughout the process</li> <li>Managing by developing project plans that include resources.</li> </ul> <p>Suggested partner unit: Science Year 6 Unit 2 – Energy and electricity</p>	<p><b>Unit 2: Data Changing our World</b> <b>Collection of Work</b></p> <p>Digital Systems (ACTDIP016)</p> <ul style="list-style-type: none"> <li>Students can manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols.</li> </ul> <p>Data representation (ACTDIK015 &amp; ACTDIP016)</p> <ul style="list-style-type: none"> <li>Students can explain how digital systems use whole numbers as a basis for representing a variety of data types.</li> </ul> <p>Creating Digital Solutions: (ACTDIP017)</p> <ul style="list-style-type: none"> <li>Students can define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems.</li> </ul> <p>Collaboration and Protocols: (ACTDIP022)</p> <ul style="list-style-type: none"> <li>Students can manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols.</li> </ul>
	Assessment	<p><b>Unit 2: Design technology – Engineering principles and systems: Hands off</b> <b>Engineering principles and systems</b></p> <p><i>Portfolio</i></p> <p>Students design a solution to an environment's security need and make an electrical device that is part of the solution. Assessment will gather evidence of student's ability to:</p> <ul style="list-style-type: none"> <li>Describe competing factors in the design of electrical devices</li> <li>Explain how electrical systems are designed to meet present and future needs.</li> <li>Explain how electrical energy controls movement, sound or light in a designed solution</li> <li>Explain how needs can be met with a designed solution.</li> <li>Generate and refine ideas.</li> <li>Select and use appropriate technologies and techniques to safely produce a working device.</li> <li>Record project plans including production processes.</li> <li>Establish and use criteria for success to evaluate a design.</li> </ul>	<p><b>Unit 2: Data Changing our World</b> <b>Collection of Work</b></p> <p>Digital Systems (ACTDIK014)</p> <ul style="list-style-type: none"> <li>Students can explain the fundamentals of digital system components (hardware, software and networks) and how digital systems are connected to form networks.</li> </ul> <p>Data representation (ACTDIK015)</p> <ul style="list-style-type: none"> <li>Students can explain how digital systems use whole numbers as a basis for representing a variety of data types.</li> </ul> <p>Creating Digital Solutions: (ACTDIP017)</p> <ul style="list-style-type: none"> <li>Students can define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems.</li> </ul> <p>Collaboration and Protocols: (ACTDIK014 &amp; ACTDIP017 &amp; ACTDIP022)</p> <ul style="list-style-type: none"> <li>Students can explain how information systems and their solutions meet needs and consider sustainability. Students can manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols.</li> </ul>

Year 6		Semester 1		Semester 2
		Drama	Media Arts	Dance
The Arts	Achievement standard	By the end of Year 6, students explain how dramatic action and meaning is communicated in drama they make, perform and view. They explain how drama from different cultures, times and places influences their own drama making. Students work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, play building and performances of devised and scripted drama for audiences.	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.	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.
	Unit overviews	<b>Unit 3: Dramatic transformations</b> In this unit, students make and respond to drama by investigating dramatic forms that use more than the human body in role and dramatic action. These will include fantasy, puppetry, clowning, mask, media, props and alternate performance spaces. Students will: <ul style="list-style-type: none"> <li>• explore dramatic action, empathy and space in drama forms that use more than the human body through improvisations, play building and scripted drama to develop characters and situations</li> <li>• develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action in drama forms that use more than the human body</li> <li>• rehearse and perform devised and scripted drama, in drama forms that use more than the human body, to develop narrative, drive dramatic tension, and use dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience</li> <li>• explain how the elements of drama and production elements, in drama forms that use more than the human body, communicate meaning by comparing drama from different social, cultural and historical contexts.</li> </ul>	<b>Unit 2: Documentary — what's the story</b> In this unit, students create a documentary style film to tell the personal story of someone known to them or researched. Students will: <ul style="list-style-type: none"> <li>• explore the use of documentary codes and conventions to tell a story, depict a character, enhance representation and point of view</li> <li>• experiment with media technology and collaborative production processes (script, storyboard, film, photography, editing, lighting, sound and text) to create mood and atmosphere and communicate point of view</li> <li>• present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions, mood and lighting</li> <li>• compare and explain the shaping of viewpoint, ideas and stories in their own media artwork and that of others, examining representation of culture, time and place in media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.</li> </ul>	<b>Unit 2: Dance landscapes</b> In this unit, students make and respond to dance from Australia and Asian countries using cultures and landscapes as stimulus. Students will: <ul style="list-style-type: none"> <li>• explore movement and choreographic devices, using the elements of dance and production elements (props, costumes, space) to choreograph dances which represent ideas about Australian/Asian cultures and landscapes.</li> <li>• develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination</li> <li>• perform dance using expressive skills to communicate ideas about Australian/Asian cultures and landscapes                explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts.</li> </ul>
	Assessment	<b>Unit 3: Dramatic transformations</b> Assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>• Works collaboratively as they use the elements of drama to shape character, voice and movement in improvisation and playbuilding of devised and scripted drama for audiences.</li> <li>• Works collaboratively as they use the elements of drama to shape character, voice and movement in performances of devised and scripted drama for audiences.</li> <li>• Explains how dramatic action and meaning are communicated in drama they make, perform and view.</li> <li>• Explains how drama from different cultures, times and places influences their own drama making.</li> </ul>	<b>Unit 2: Documentary — what's the story</b> Assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>• explain how dramatic action and meaning is communicated in drama forms that use more than the human body in drama they make, perform and view</li> <li>• explain how drama from different cultures, times and places influences their own drama making and can use more than the human body</li> <li>• work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, play building and performances of devised and scripted drama forms (that use more than the human body) for audiences.</li> </ul>	<b>Unit 2: Dance landscapes</b> Assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>• explain how the elements of dance, choreographic devices and production elements communicate meaning about cultures and landscapes in dances they make, perform and view</li> <li>• describe characteristics of dances from different social, historical and cultural contexts including dances from Asian countries and Australian dances that influence their dance making</li> <li>• structure movements in dance sequences and use the elements of dance and choreographic devices to make dances about Australian/Asian cultures and landscapes</li> <li>• work collaboratively to perform dances for audiences about cultures and landscapes demonstrating technical and expressive skills.</li> </ul>



# Kedron State School Australian Curriculum: The Arts

## Year 5 - 6 Band plan Music

CURRICULUM + Blackbelt Recorder Program Red – Book 3		YEAR 5		YEAR 6	
		SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
		Music		Music	
<b>Unit name</b>	Unit 1: Going to the movies		Unit 2: Around the world with music		Unit 3: Rhythmic riot
<b>Unit description</b>	In this unit, students make and respond to music exploring pieces of music that tell a story, and music that appears in film.		In this unit, students make and respond to music exploring the music-making of other cultures through their music journal.		In this unit, students make and respond to music by exploring the concept of ostinato – a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music.
ASSESSMENT		YEAR 5		YEAR 6	
		SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
<b>Range and balance of summative assessment conventions</b>	<b>Title</b>	Unit 1: Going to the movies	Unit 1: Going to the movies	Unit 2: Around the world with music	Unit 3: Rhythmic riot
	<b>Technique</b>	<p>explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns a range of pieces of music from films , for example driving the action, setting the scene and mood and portraying characters</p> <p>develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music from films</p> <p>rehearse and perform a piece of music from a film and compose a soundtrack to a short segment of film by improvising, sourcing and arranging ideas and making decisions to engage an audience</p> <p>explain how the elements of music communicate meaning by comparing music from a variety of segments of film.</p>	<p>explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns a range of pieces of music from films , for example driving the action, setting the scene and mood and portraying characters</p> <p>develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music from films</p> <p>rehearse and perform a piece of music from a film and compose a soundtrack to a short segment of film by improvising, sourcing and arranging ideas and making decisions to engage an audience</p> <p>explain how the elements of music communicate meaning by comparing music from a variety of segments of film.</p>	<p>explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns of music from different cultures such as Japan, Korea, India, Indonesia and China</p> <p>develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music from different cultures</p> <p>rehearse and perform music from different cultures including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience</p> <p>explain how the elements of music communicate meaning by comparing music from different cultures.</p>	<p>explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns found in ostinato and body percussion</p> <p>develop technical and expressive skills in singing and playing instruments (including body percussion) with understanding of rhythm, pitch and form in a range of pieces, including in music from the community featuring ostinati</p> <p>rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience incorporating ostinato and body percussion</p> <p>explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal music and Torres Strait Islander music that feature ostinato and body percussion.</p>
	<b>Type and Mode</b>	<i>Composing, Performing, Responding</i>	<i>Composing, Performing, Responding</i>	<i>Composing, Performing, Responding</i>	<i>Composing, Performing, Responding</i>
	<b>Conditions</b>	<ul style="list-style-type: none"> <li>Undertaken individually and/or in groups</li> <li>Composing — Length: approximately 30 seconds to one minute</li> <li>Performing — Length: approximately 30 seconds to one minute</li> <li>Responding — Length: approximately 150 to 250 words</li> </ul>	<ul style="list-style-type: none"> <li>Undertaken individually and/or in groups</li> <li>Composing — Length: approximately 30 seconds to one minute</li> <li>Performing — Length: approximately 30 seconds to one minute</li> <li>Responding — Length: approximately 150 to 250 words</li> </ul>	<ul style="list-style-type: none"> <li>Undertaken individually and/or in groups</li> <li>Undertaken in class time over several lessons</li> <li>Students able to seek assistance from their teacher regarding the development of their composition and performance and comprehension and interpretation of sources</li> <li>Length:               <ul style="list-style-type: none"> <li>Composing — approximately 8–16 bars</li> <li>Performing — approximately 2–3 minutes</li> <li>Responding — recorded oral response 2–3 minutes; written responses 50–300 words</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Undertaken individually and/or in groups</li> <li>Students able to seek assistance from their teacher regarding the development of their composition and performance and comprehension and interpretation of sources</li> <li>Performing — Length approximately 1–2 minutes</li> <li>Composing — Length a minimum of 4–12 bars or approximately 15–30 seconds</li> <li>Responding — recorded oral response 2–3 minutes; written responses 50–300 words</li> </ul>
<b>Aspects of the achievement standard</b>					
<p>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.</p> <p>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.</p>		✓	✓	✓	✓

Year 6		Term 1 Unit 1	Term 2 Unit 2	Term 3 Unit 3	Term 4 Unit 4
Health	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.	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.	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.	By the end of Year 6, students investigate developmental changes and transitions. They examine the changing nature of personal and cultural 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 supports community wellbeing and cultural understanding. Students demonstrate skills to work collaboratively and play fairly. 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 propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and creating movement sequences.
	Unit overviews	<b>Unit 1: Who influences me?</b> Students explain the influence of people and place on identities. They explore how important people in their lives and the media can influence health behaviour. Students examine influences on health behaviour and construct a health message for their peers. Students: <ul style="list-style-type: none"> <li>explore how personal qualities shape identity</li> <li>examine how place shapes identity</li> <li>investigate membership of groups</li> <li>understand the meaning of the terms celebrity, hero and role model</li> <li>investigate the influence of celebrities, heroes and role models on identity</li> <li>explore different health messages and how they are communicated</li> <li>investigate the use and influence of high profile people as health messengers</li> <li>recognise that there are different health issues for different life stages</li> <li>consider the different ways health messages are communicated.</li> </ul>	<b>Unit 2: Let's all be active</b> Students investigate how physical activity creates opportunities for different groups to work together. Students identify how physical activity contributes to individual and community wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity. Students: <ul style="list-style-type: none"> <li>review their physical activity choices and reasons for participation</li> <li>explore different physical activities including those from Aboriginal and Torres Strait Islander people's and Asian cultures</li> <li>discuss selected findings about physical activity participation for young Australians</li> <li>determine methods to gather and record information on physical activity participation.</li> <li>discuss how food choices support participation in physical activity</li> <li>identify the benefits of participating in physical activity for all the dimensions of health</li> <li>discuss how physical activity creates connections to the natural environment</li> <li>review information on physical activity</li> <li>consider factors that contribute to the creation of a physical activity</li> <li>investigate technologies that support physical activity.</li> </ul>	<b>Unit 3: What am I drinking?</b> Students explore drink products that contribute to health and wellbeing. They focus on investigating a variety of drink options including soft drinks, energy drinks and fruit juice, and the effects they have on the body. Students examine available alternatives to various drink options. Students: <ul style="list-style-type: none"> <li>understand how drink choices affect health and wellbeing</li> <li>examine drink labels and consider drink alternatives</li> <li>understand how preventative health practices contribute to promoting and maintaining health, safety and wellbeing</li> <li>apply preventative health strategies to promote and maintain the health, safety and wellbeing of individuals and their communities.</li> </ul>	<b>Unit 4: Transitions and Respectful Relationships</b> Students explore the feelings, challenges, and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition. Students: <ul style="list-style-type: none"> <li>explore the feelings and emotions associated with new situations and coping with change</li> <li>discuss the knowledge and skills that help people adapt to new situations</li> <li>reflect on the way they adapt to change</li> <li>examine how communication skills support positive relationships</li> <li>explore the similarities and differences between primary and secondary school</li> <li>examine how students experience diversity during their transition to secondary school</li> <li>discuss how diversity has positive influences on individuals and communities.</li> </ul>
	Assessment	<b>Unit 1: Who influences me? Assignment/project</b> Students investigate role models and their influence on health behaviours. They apply a problem-solving process to create a health message for their peers. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>explain the influence of people and places on identities</li> <li>access and interpret health information and</li> <li>apply problem-solving skills to enhance their own and others' health, safety and wellbeing</li> </ul>	<b>Unit 2: Let's all be active Assignment/project</b> Students identify the significance of physical activity to health and wellbeing. They describe their own contribution to safety and wellbeing and how physical activity supports community wellbeing and cultural understanding. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>describe the significance of physical activity participation to health and wellbeing</li> <li>describe their own and others' contributions to health, physical activity, safety and wellbeing.</li> <li>examine how physical activity, celebrating diversity and connecting to the environment supports community wellbeing and cultural understanding.</li> </ul>	<b>Unit 3: What am I drinking? Supervised assessment</b> Students describe their own and others' contribution to health and wellbeing. They access and interpret health information, and to apply decision-making skills to enhance their own and others' health and wellbeing. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>describe their own and others' contributions to health, and wellbeing</li> <li>access and interpret health information</li> <li>apply decision-making skills to enhance their own and others' health and wellbeing.</li> </ul>	<b>Unit 4: Transitioning Research</b> Students investigate developmental changes and transitions and the changing nature of personal and cultural identities during the transition to secondary school. They recognise the influence of emotions and discuss factors that influence how people interact in new situations.  The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>investigate developmental changes and transitions</li> <li>explains the influence of people and places on identities</li> <li>recognise the influence of emotions and discuss factors that influence how people interact in new situations.</li> </ul>



Year 6		Term 1	Term 2	Term 3	Term 4
		Swimming	Athletics	Games	Swimming
Physical Education	Achievement Standard	<p>By the end of Year 6, students <a href="#">investigate</a> developmental changes and transitions. They <a href="#">explain</a> the influence of people and places on identities. They <a href="#">recognise</a> the influence of emotions on behaviours and <a href="#">discuss</a> factors that influence how people interact. They <a href="#">describe</a> their own and others' contributions to health, physical activity, safety and wellbeing. They <a href="#">describe</a> the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They <a href="#">examine</a> how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.</p> <p>Students <a href="#">demonstrate</a> fair play and skills to work collaboratively. They access and <a href="#">interpret</a> health information and <a href="#">apply</a> 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 <a href="#">solve</a> movement challenges. They <a href="#">apply</a> the elements of movement when composing and performing movement sequences.</p>	<p>By the end of Year 6, students <a href="#">investigate</a> developmental changes and transitions. They <a href="#">explain</a> the influence of people and places on identities. They <a href="#">recognise</a> the influence of emotions on behaviours and <a href="#">discuss</a> factors that influence how people interact. They <a href="#">describe</a> their own and others' contributions to health, physical activity, safety and wellbeing. They <a href="#">describe</a> the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They <a href="#">examine</a> how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.</p> <p>Students <a href="#">demonstrate</a> fair play and skills to work collaboratively. They access and <a href="#">interpret</a> health information and <a href="#">apply</a> 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 <a href="#">solve</a> movement challenges. They <a href="#">apply</a> the elements of movement when composing and performing movement sequences.</p>	<p>By the end of Year 6, students <a href="#">investigate</a> developmental changes and transitions. They <a href="#">explain</a> the influence of people and places on identities. They <a href="#">recognise</a> the influence of emotions on behaviours and <a href="#">discuss</a> factors that influence how people interact. They <a href="#">describe</a> their own and others' contributions to health, physical activity, safety and wellbeing. They <a href="#">describe</a> the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They <a href="#">examine</a> how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.</p> <p>Students <a href="#">demonstrate</a> fair play and skills to work collaboratively. They access and <a href="#">interpret</a> health information and <a href="#">apply</a> 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 <a href="#">solve</a> movement challenges. They <a href="#">apply</a> the elements of movement when composing and performing movement sequences.</p>	<p>By the end of Year 6, students <a href="#">investigate</a> developmental changes and transitions. They <a href="#">explain</a> the influence of people and places on identities. They <a href="#">recognise</a> the influence of emotions on behaviours and <a href="#">discuss</a> factors that influence how people interact. They <a href="#">describe</a> their own and others' contributions to health, physical activity, safety and wellbeing. They <a href="#">describe</a> the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They <a href="#">examine</a> how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.</p> <p>Students <a href="#">demonstrate</a> fair play and skills to work collaboratively. They access and <a href="#">interpret</a> health information and <a href="#">apply</a> 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 <a href="#">solve</a> movement challenges. They <a href="#">apply</a> the elements of movement when composing and performing movement sequences.</p>
	Unit overview	<p><b>Unit 1: Stroke Development and Correction</b></p> <p>In this unit students perform accurate stroke techniques over a timed endurance swim – freestyle, backstroke, breaststroke.</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. They will also examine the benefits of being fit and physically active and how they relate to swimming</p> <p>Students will</p> <ul style="list-style-type: none"> <li>perform stroke techniques (freestyle, backstroke, breaststroke)</li> <li>over a sustained distance and timeframe.</li> </ul>	<p><b>Unit 2: Athletics</b></p> <p>In this unit, students practise the activities of shot put, high jump, long jump, running and ball games in readiness for the whole school athletics day.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>perform specialised movement skills</li> <li>understand how timing and effort affect movements and overall performance</li> <li>refine body positions and movements to improve performance</li> <li>participate safely in the activities</li> <li>work individually and co-operatively during the activities</li> <li>understand the benefits of being fit and physically active and how they relate to athletics</li> </ul>	<p><b>Unit 3: 'All codes' football</b></p> <p>Students develop and perform the specialised movement skills of passing, kicking and catching in 'All codes' football game situations. They propose and combine movement concepts and strategies to achieve outcomes in 'All codes' football.</p>	<p><b>Unit : Junior Life Saver</b></p> <p>In this unit, students will practise and refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke, and breaststroke and solve safety and survival challenges. They will also examine the benefits of being fit and physically active and how they relate to swimming.</p>
	Assessment	<p><b>Unit 1: Stroke Development and Correction</b></p> <p><b>Assessment: Practical</b></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"> <li>perform accurate stroke techniques over a timed endurance swim – freestyle, backstroke, breaststroke.</li> <li>develop arm, leg and breathing movements to perform recognised swimming strokes</li> <li>understand how timing and effort affect movements and overall stroke performance</li> <li>refine body positions and movements to demonstrate safety and survival skills and transition between skills in a challenge</li> </ul>	<p><b>Unit 2: Athletics</b></p> <p><b>Assessment: Practical</b></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"> <li>perform specialised movement skills</li> <li>understand how timing and effort affect movements and overall performance</li> <li>refine body positions and movements to improve performance</li> <li>participate safely in the activities</li> <li>work individually and co-operatively during the activities</li> </ul>	<p><b>Practical</b></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"> <li>perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes.</li> </ul>	<p><b>Unit 4: Junior Life Saver</b></p> <p><b>Assessment: Practical</b></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"> <li>develop arm, leg and breathing movements to perform recognised swimming strokes</li> <li>understand how timing and effort affect movements and overall stroke performance</li> <li>refine body positions and movements to demonstrate safety and survival skills and transition between skills in a challenge</li> <li>understand the benefits of being fit and physically active and how they relate to swimming</li> <li>practice lifesaving skills</li> </ul>

Year 6		Term 1 Unit 1	Term 2 Unit 2	Term 3 Unit 3	Term 4 Unit 4
Japanese	Achievement standard	<p><b>Years 5 and 6</b> Years 5 and 6 Achievement Standard</p> <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, 小さい, 雨</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. 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</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>			
	Unit overviews	<p><b>Unit 5: What is school life?</b></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"> <li>engage with a range of texts about school life in Japan</li> <li>use a range of language to discuss school experiences</li> <li>participate in an intercultural experience to notice, compare and reflect on language and culture.</li> </ul>	<p><b>Unit 6: Welcome to Our School</b></p> <p>In this unit, students explore the concept of change and use language to describe feelings in situations involving change.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>engage with a range of spoken and written imaginative and informative texts describing the emotional experience of dealing with change such as establishing oneself in a new place, encountering a new situation</li> <li>convey the experience of moving from a familiar to an unfamiliar situation using expressive language to convey feelings</li> <li>create a children's story book in which a character journeys from a familiar to an unfamiliar situation</li> <li>participate in intercultural experience to notice, compare and reflect on language and culture.</li> </ul>	<p><b>Unit 7: The Very Hungry Insect</b></p> <p>In this unit, students explore the concept of storytelling and use language to describe the encounters of a hungry insect.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>engage with a range of texts including insects names, time words, food words, and verbs</li> <li>create a children's story book to describe the activities of a hungry insect over the course of a week</li> <li>reflect on cultural values expressed through mealtime language</li> <li>identify borrowed words and recognise that Japanese language is both influenced by and in turn influences other languages and cultures</li> </ul>	<p><b>Unit 8: The 100-Yen Shop</b></p> <p>In this unit, students use language to explore shopping culture at a 100-Yen Shop and make comparisons with shopping experiences in Australia.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>engage with language used in a shopping situation</li> <li>explore cultural practices and values in customer service industries</li> <li>participate in a shopping role-play</li> </ul>
	Assessment	<p><b>Unit 5: What is school life?</b></p> <p><i>Collection of work: reading, writing, analysing</i></p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>read all hiragana, including voiced sounds, long vowel sounds, double consonants and blends, and high-frequency kanji</li> <li>locate specific information and some supporting details in written texts on familiar topics</li> <li>translate familiar texts, recognising formulaic expressions and culturally specific textual features and language use</li> <li>identify behaviours and values associated with Japanese society.</li> <li>Use formulaic and modelled language in classroom instructions to carry out transactions</li> </ul>	<p><b>Unit 6: Welcome to our school</b></p> <p><i>Collection of work: writing, speaking</i></p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>write all hiragana, including voiced sounds, long vowel sounds, double consonants and blends, and high-frequency kanji</li> <li>understand and use the hiragana chart to pronounce contracted and blended sounds and exceptions to phonetic rules</li> <li>Use complete sentences and appropriate pronunciation, rhythm and intonation.</li> <li>create connected texts of a few sentences. Structure sentences using particles, prepositions</li> <li>use formulaic and modelled language in classroom interactions to carry out transactions and to share or convey information</li> <li>translate familiar texts</li> </ul>	<p><b>Unit 7: The Very Hungry Insect</b></p> <p><i>Collection of work: writing, reflecting</i></p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>write all hiragana, including voiced sounds, long vowel sounds, double consonants and blends, and high-frequency kanji</li> <li>create connected texts of a few sentences. Structure sentences using particles, prepositions</li> <li>translate familiar texts</li> <li>extend answers by using conjunctions</li> <li>share or convey information about daily routines, activities and events, using time expressions</li> <li>express reactions to imaginative texts</li> <li>give examples of ways in which languages both change over time and are influenced by other languages and cultures.</li> <li>identify words from other languages used in Japanese.</li> </ul>	<p><b>Unit 8: The 100- Yen Shop</b></p> <p><i>Collection of work: speaking</i></p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>use formulaic and modelled language to carry out transactions</li> <li>ask and respond to questions in familiar contexts using complete sentences, appropriate pronunciation, rhythm and intonation.</li> <li>ask for clarification and assistance, negotiate turn-taking and follow instructions</li> <li>show concern for and interest in others by making enquiries and express thanks using appropriate gestures.</li> <li>use counter classifiers in response to questions</li> <li>understands and uses the hiragana and katakana charts to pronounce contracted and blended sounds and exceptions to phonetic rules</li> <li>identify behaviours and values associated with Japanese society and incorporate these into their own language use</li> </ul>