



Eatons Hill State School, 2020

Planning for providing the Australian Curriculum in Prep to Year 6

Year level	Reporting period	English	Mathematics	Science	Humanities and social sciences	History	Geography	Economics and Business	Civics and Citizenship	Health and Physical Education	Technologies	Digital Technologies	Design and Technologies	The Arts	Dance	Drama	Media Arts	Music	Visual Arts	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																				

No achievement standard or content available at this year or band

ENGLISH – PREP					
SEMESTER 1			SEMESTER 2		
Unit 1: Enjoying our new world	Unit 2: Enjoying and retelling stories		Unit 3: Interacting with others	Unit 4: Responding to text	
Students listen to and read texts to explore predictable text structures and common visual patterns in a range of literary and non-literary texts, including fiction and non-fiction books and everyday texts. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations and routines and transitions.	Students listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain through retelling events. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations, and routines and transitions. Students sequence events from a range of texts and select a favourite story to retell to a small group of classmates. They prepare for their spoken retelling by drawing events in sequence and writing simple sentences.		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-focused teaching and learning, play, real-life situations, investigations and routines and transitions. Students create a rhyming verse and recite it to a familiar audience. They listen while others present their rhyme and show knowledge of rhyme by identifying the rhyming words that they have used.	Students have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students create a short imaginative multimodal text that includes illustrations. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations and routines and transitions.	
ENGLISH YEAR ONE					
SEMESTER 1			SEMESTER 2		
Unit 1: Creating procedural texts	Unit 2: Engaging with poetry	Unit 3: Exploring characters in stories	Unit 4: Information Report	Unit 5: Retelling cultural stories	
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 multimodal procedure from a literary context.	Students listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting. Students recite a poem to the class.	Students 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.	Students listen to, read, view and interpret informative texts. Students will create an information report including: classification, appearance, diet, habitat, concluding statement.	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.	
ENGLISH YEAR TWO					
SEMESTER 1			SEMESTER 2		
Unit 1: Exploring plot and characterisation in stories	Unit 2: Exploring informative texts	Unit 3: Exploring procedural text	Unit 4: Stories of families and friends. Creating a narrative.	Unit 5: Exploring characters	Unit 6: Reading and writing poetry
Students explore a variety of stories in picture books and from other cultures to explore how stories use plot and characterisation to entertain and engage an audience. Students create a written imaginative event to be added to a familiar narrative, with appropriate images that match the text.	In this unit, students read, view and listen to a range of texts to comprehend and compare the text structures and language features of imaginative and informative texts. Students create an informative text with a supporting image.	Students 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	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 character.	Students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts. They compare how similar characters are depicted in two literary texts and write a text expressing a preference for one character, giving reasons.	Students 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.

ENGLISH YEAR THREE					
SEMESTER 1			SEMESTER 2		
Unit 1: Persuasive.	Unit 2: Investigating narratives	Unit 3: Information Report	Unit 4: Exploring procedures.	Unit 5: Engage with poetry	Unit 6: Inquiring beyond Kumiko
Students listen to, read, view and analyse persuasive texts. They demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience. They use this language to create their own persuasive text.	Purpose: To write an imaginative narrative demonstrating 'solving a problem' that develops characters.	Students read, view and listen to a range of texts to create an informative text. Students examine the text structure of an informative text, including language features. They identify the text structure and organization of informative texts and how the language is used to provide information. Students will write an informative text based on a rainforest animal. (linked to Science)	Students analyse informative and literary texts. Create a spoken in a character role demonstrating a procedure.	In this unit, 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 adapt poems featuring an Australian setting. They analyse texts by exploring the context, purpose and audience and how language features and devices can be adapted to create new meaning. They write and analyse a poem.	Students interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual language features used to suit context, purpose and audience.
ENGLISH YEAR FOUR					
SEMESTER 1			SEMESTER 2		
Unit 1: Investigating author's language in a familiar narrative	Unit 2: Examining humour in poetry		Unit 3: Information Report		Unit 4: Examining persuasion in advertisements and product packaging
Students read a narrative, 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.	Students read and listen to a range of humorous poems by different authors. They identify structural features and poetic language devices in humorous poetry. They use this knowledge to innovate on poems and evaluate the poems by expressing a personal viewpoint using evidence from the poem.		Students read and listen to a range of informative texts. They explain how language features, images and vocabulary are used to engage the interest of the audience.		Students understand how to 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.
ENGLISH YEAR FIVE					
SEMESTER 1			SEMESTER 2		
Unit 1: Creating Characters	Unit 2: Examining media texts		Unit 3: Responding to poetry		Unit 4: Exploring narrative through novels
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.	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.		Students listen to, read and view a range of poetry, including narrative poems. Create a transformation of a narrative poem to a digital multimodal narrative.		Students listen to, read and view narrative films and novels with a range of characters 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 of the novel. Students express and justify opinions about aspect of the novels and films during group discussions.

ENGLISH YEAR SIX			
SEMESTER 1		SEMESTER 2	
Interpreting literary texts	Examine News reports in the media	Comparing texts	Advertising in the Media
Students listen to, read and view extracts from literary texts set in earlier times. They demonstrate their understanding of how the events and characters are created within historical contexts.	Students examine the language and structure of news reports created for written and spoken presentations. They construct and present a short news piece about a major natural disaster that has occurred somewhere in the world during the 20 th or 21 st century. The news report will be presented to the class as a recording (iPads are used to record).	Compare and analyse effectiveness of texts in conveying messages. Write arguments persuading to a particular point of view.	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.
ENGLISH YEAR 4/5/6			
SEMESTER 1		SEMESTER 2	
Round the Twist	Persuasive Powers	Scientific Reports	Poetry - Meaning behind the Lyrics
In this unit, students will explore the structure and language features of a narrative. They will write a short fantasy narrative that fit within a Paul Jennings novel and that builds tension between characters. Students will create a multimodal presentation for a younger audience.	In this unit, students will explore the language features and text structure of a persuasive text. Students will consider the impacts of dumping electronic waste in third world countries and develop a persuasive text that considers both points of view. Students will present their argument to the class using pitch, tone, volume and pace.	'Material Processes' Students will explore the use of a range of materials and food production and create a information report on the production process. Students will discuss the financial and geographical impact on the earth and consumer. Students will include maps, graphics, graphs, figures and tables to illustrate their writing. Lastly, students will present their work orally to their peers.	Students will explore a range of meaningful song lyrics including songs that address Australian social issues and analyse the meaning and structure. They will learn about figurative language and poetry techniques to engage an audience. Students will produce poem/song lyrics using poetry conventions and present their drama rehearsal to an audience. Students will create a multimodal presentation (Drama performance or Music Video)

MATHEMATICS – PREP			
SEMESTER 1		SEMESTER 2	
<p>Number and place value</p> <ul style="list-style-type: none"> recall counting in ones identify numbers in the environment represent quantities compare numbers recall counting sequences represent quantities visualise arrangements to six match numerals to quantities count forwards & backwards to 10 compare quantities using 'more', 'less', 'same', identify numbers before, after & next in a sequence, order quantities & numerals. <p>Patterns and algebra</p> <ul style="list-style-type: none"> identify how objects are similar or different sort objects based on similar features identify a rule for a 'sort', identify questions identify patterns in the environment copy & describe simple patterns identify patterns within counting sequences. <p>Using units of measurement</p> <ul style="list-style-type: none"> sequence stages within an activity compare duration of events using time language directly compare the size of objects describe the objects. <p>Location & transformation</p> <ul style="list-style-type: none"> use positional language to describe location identify positional opposites represent locations with models & images. 	<p>Number and place value</p> <ul style="list-style-type: none"> count to identify how many recall forwards and backwards counting sequences to 20 compare quantities connect number names, numerals and quantities represent quantities partition quantities subitise collections to six. <p>Patterns and algebra</p> <ul style="list-style-type: none"> describe and continue repeating patterns, use numbers to describe repeat patterns. <p>Using units of measurement</p> <ul style="list-style-type: none"> 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. <p>Shape</p> <ul style="list-style-type: none"> describe lines describe familiar two-dimensional shapes compare and sort objects based on shape and function explore two-dimensional shape. <p>Location and transformation</p> <ul style="list-style-type: none"> identify positions describe movement give and follow movement directions, explore locations. <p>Data representation & interpretation</p> <ul style="list-style-type: none"> use questions to collect information. Data representation and interpretation — use questions to collect information. 	<p>Number and place value</p> <ul style="list-style-type: none"> 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. <p>Patterns and algebra</p> <ul style="list-style-type: none"> identify, copy, continue and describe growing patterns. <p>Using units of measurement</p> <ul style="list-style-type: none"> 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. <p>Shape</p> <ul style="list-style-type: none"> compare and sort objects based on shape and function construct using familiar three-dimensional objects explore three-dimensional shape. <p>Data representations & interpretation</p> <ul style="list-style-type: none"> identify questions answer yes/no questions use data displays to answer simple questions. 	<p>Number and place value</p> <ul style="list-style-type: none"> represent quantities compare numbers match number names numerals and quantities identify parts within a whole combine collections making equal groups describing the joining process. <p>Patterns and algebra</p> <ul style="list-style-type: none"> identify, copy, continue and describe growing patterns. sort objects based on similar features <p>Using units of measurement</p> <ul style="list-style-type: none"> directly and indirectly compare the duration of events directly and indirectly compare the mass, length and capacity of objects. <p>Location and transformation</p> <ul style="list-style-type: none"> describe position describe direction. give and follow movement directions explore locations.
MATHEMATICS - YEAR ONE			
SEMESTER 1		SEMESTER 2	
<p>Number & Algebra</p> <p>Students: partition numbers using place value. carry out simple additions using counting strategies. work through the phases of Mental Computation.</p> <p>Measurement and Geometry</p> <p>Students: order objects based on length using informal units. use the language of direction to move from place to place.</p> <p>Problem Solving</p> <p>Strategies explicitly taught over a 3 week cycle: Draw a picture or diagram Act it out Part-Part-Whole</p>	<p>Number & Algebra</p> <p>Students: recognise, model, write and order numbers to 20. identify representations of one half. work through the phases of Mental Computation.</p> <p>Measurement and Geometry</p> <p>Students describe two and three-dimensional shapes and objects.</p> <p>Problem Solving</p> <p>Strategies explicitly taught over a 3 week cycle: Draw a picture or diagram Act it out Part-Part-Whole</p>	<p>Number & Algebra</p> <p>Students: count to and from 100. locate numbers on a number line. describe number sequences resulting from skip counting by 2s, 5s and 10s. continue simple patterns involving numbers and objects. recognise Australian coins according to their value. work through the phases of Mental Computation.</p> <p>Measurement and Geometry</p> <p>Students: order objects based on capacity using informal units. tell time to the half-hour. explain time durations.</p> <p>Problem Solving</p> <p>Strategies explicitly taught over a 3 week cycle: Draw a picture or diagram, Act it out, Part-Part-Whole</p>	<p>Number & Algebra</p> <p>Students: carry out simple subtractions using counting strategies. work through the phases of Mental Computation.</p> <p>Statistics and Probability</p> <p>Students: classify outcomes of simple familiar events. collect data by asking questions. describe data displays. draw simple data displays. make simple inferences.</p> <p>Problem Solving</p> <p>Strategies explicitly taught over a 3 week cycle: Draw a picture or diagram Act it out Part-Part-Whole</p>

MATHEMATICS - YEAR TWO**SEMESTER 1****Number and place value**

- count collections in groups of ten
- represent two-digit numbers
- connect two-digit number representations
- partition two-digit numbers into place value parts
- round numbers to the nearest ten
- investigate twos, fives & tens number sequences

Location and transformation

- interpret simple maps of familiar locations
- describe 'bird's-eye view'
- use appropriate language to describe locations.

Patterns and algebra

- identify the 3s counting sequence
- describe number patterns, identify missing elements in counting patterns
- solve simple number pattern problems.

Data representation and interpretation

- Use data to answer questions, represent data
- collect simple data
- record data in lists and tables
- display data in a picture graph
- describe outcomes of data investigations.

Number and place value

- recall addition & subtraction number facts
- represent addition situations
- represent & partition two-digit numbers
- describe part-part-whole relationships
- add & subtract single and two-digit numbers
- solve addition & subtraction problems
- solve simple grouping & sharing problems

Fractions and decimals

- represent halves, quarters & eighths of shapes and collections
- describe the connection between halves, quarters & eighths
- solve simple number problems involving halves, quarters & eighths.

Money and financial mathematics

- describe the features of Australian coins
- identify equivalent combinations
- count collections of coins & notes.
- make & compare money amounts
- read & write money amounts

Using units of measurement

- use a calendar to identify the months of the year and the number of days in each month
- order days of the week
- connect seasons to the months of the year
- tell time to the quarter hour

Location and transformation

- interpret simple maps of familiar locations
- describe 'bird's-eye view'
- use appropriate language to describe locations.

SEMESTER 2**Number and place value**

- count to & from 1000
- count large collections.
- add strings of single-digit numbers
- representing addition & subtraction
- add 2-digit numbers
- solve simple addition and subtraction problems
- connect part-part-whole understanding to number facts
- recall addition number facts
- represent and partition 3-digit numbers
- compare, order, read & write 3-digit numbers
- read & write 3-digit numbers addition number facts
- identify related addition and subtraction facts
- add and subtract with two-digit numbers
- represent multiplication and division.

Fractions and decimals

- divide shapes and collections into halves, quarters and eighths
- solve simple fraction problems.

Using units of measurement

- compare and order objects
- measure length, area and capacity using informal units
- compare lengths using direct comparison
- compare lengths using indirect comparison
- measure & compare lengths using non-standard units.

Chance

- identify every day events that involve chance
- describe events as likely, unlikely, certain, impossible

Number and place value

- recall addition and subtraction number facts
- identify related addition and subtraction facts
- add and subtract with 2-digit and 3-digit numbers
- use place value to solve addition and subtraction problems
- represent multiplication and division
- connect multiplication and division.

Shape

- recognise, name, draw and describe the features of 2D shapes with straight sides and curved lines
- describe three-dimensional objects
- describe the features of familiar 3D objects.
- compare and order area of shapes & surfaces
- cover surfaces to represent area.

Location and transformation

- identify half and quarter turns
- represent flips and slides
- interpret simple maps.
- describe the effect of single-step transformations including turns, flips & slides
- identify turns, flips and slides in real world situations.

MATHEMATICS - YEAR THREE**SEMESTER 1****Number and place value**

- count to 1 000
- investigate the 2s, 3s, 5s and 10s number sequences
- identify odd and even numbers
- represent 3-digit numbers
- compare and order 3-digit numbers
- partition numbers (standard and non-standard place value partitioning)
- recall addition facts & related subtraction facts
- represent and solve addition problems
- add 2-digit, single-digit and 3-digit numbers
- subtract 2-digit and 3-digit numbers

Using units of measurement

- tell time to 5-minute intervals

Number and place value

- compare and order three-digit numbers
- partition 3-digit numbers into place value parts
- count to and beyond 1 000
- use place value to add & subtract numbers
- recall addition number facts
- add and subtract three-digit numbers
- solve addition & subtraction word problems
- double and halve multiples of ten
- solve simple problems involving multiplication,
- recall multiplication number facts

Fractions and decimals

- describe fractions as equal portions or share
- represent halves, quarters and eighths of shapes and

SEMESTER 2**Number and place value**

- count in sequences beyond 1000
- represent, combine and partition 4-digit numbers flexibly
- represent multiplication as arrays and repeated addition
- recall multiplication number facts
- identify related division number facts
- make models and use number sentences that represent problem situations
- recall addition and subtraction facts
- identify and describe the relationship between addition and subtraction, choose appropriate mental and written strategies to add and subtract.

Fractions and decimals

- represent and compare unit fractions of shapes and collections
- represent unit fractions symbolically

Number and place value

- recall addition & subtraction number facts
- use 'part-part-whole' thinking to interpret and solve addition and subtraction word problems
- add and subtract using a written place value strategy
- recall multiplication and related division facts
- multiply 2-digit by single-digit numbers
- solve multiplication & division word problems.

Fractions and decimals

- identify, represent and compare familiar unit fractions and their multiples
- recognise key equivalent fractions
- solve simple problems involving fractions

Money and financial mathematics

<ul style="list-style-type: none"> • represent time to the minute on digital and analog clocks • transfer knowledge of time to real-life context • identify one metre as a standard metric unit • represent a metre • measure with metres • of data investigations. <p>Money and financial mathematics</p> <ul style="list-style-type: none"> • count collections of coins and notes • make and match equivalent combinations • calculate change from simple transactions • solve a range of simple money problems. <p>Shape</p> <ul style="list-style-type: none"> • identify, describe and sort the features of familiar three-dimensional objects • make models of 3D objects. <p>Geometric reasoning</p> <p>identify & construct angles with materials compare the size of familiar angles.</p>	<p>collections</p> <ul style="list-style-type: none"> • represent thirds of shapes and collections. <p>Patterns and algebra</p> <ul style="list-style-type: none"> • infer pattern rules from familiar number patterns • identify & continue additive number patterns • identify missing elements in number patterns. <p>Chance</p> <ul style="list-style-type: none"> • conduct chance experiments • describe the outcomes of chance experiments • identify variations in the results of chance experiments. <p>Data representation and interpretation</p> <ul style="list-style-type: none"> • collect simple data • record data in lists and tables • display data in a column graph • interpret and describe outcomes 	<ul style="list-style-type: none"> • solve simple problems involving halves, thirds, quarters and eighths <p>Money and financial mathematics</p> <ul style="list-style-type: none"> • represent money amounts in different ways • count collections of coins and notes accurately and efficiently, calculate change and simple totals • choose appropriate mental strategies to add and subtract money. <p>Patterns and algebra</p> <ul style="list-style-type: none"> • use number properties to continue number patterns • identify pattern rules to find missing elements in patterns. <p>Units of measurement</p> <p>use familiar metric units to order & compare objects and explain measurement choices.</p>	<ul style="list-style-type: none"> • represent money values in multiple ways • count the change required for simple transactions to the nearest five cents. <p>Using units of measurement</p> <ul style="list-style-type: none"> • measure, order and compare objects using familiar metric units of length, mass & capacity • tell time to the minute <p>Location and transformation</p> <ul style="list-style-type: none"> • represent positions on a simple grid map • show full, half & quarter turns on a grid map • describe positions in relation to key features • identify symmetry in the environment • classify shapes as symmetrical and non- symmetrical • interpret simple maps and plans. <p>Data representation and interpretation</p> <ul style="list-style-type: none"> • identify questions of interest based on one categorical variable • organise, represent and interpret data
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MATHEMATICS - YEAR FOUR

SEMESTER 1	SEMESTER 2
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<p>Number and place value</p> <ul style="list-style-type: none"> • make connections between representations of numbers • partition and combine numbers flexibly • recall multiplication facts • formulate, model & record authentic situations involving operations • compare large numbers • generalise from number properties & results of calculations • derive strategies for unfamiliar multiplication & division tasks <p>Fractions and decimals</p> <ul style="list-style-type: none"> • communicate sequences of simple fractions <p>Patterns and algebra</p> <ul style="list-style-type: none"> • use properties of numbers to continue patterns <p>Using units of measurement</p> <ul style="list-style-type: none"> • use appropriate language to communicate times • compare time durations & use instruments to accurately measure lengths. <p>Chance</p> <ul style="list-style-type: none"> • compare dependent & independent events • describe probabilities of everyday events <p>Data representation and interpretation</p> <ul style="list-style-type: none"> • collect & record data, communicate information using graphical displays & evaluate the appropriateness of different displays. <p>Shape</p> <ul style="list-style-type: none"> • explore properties of polygons, quadrilaterals and tangrams <p>Location and transformation</p> <p>investigate different types of symmetry, analyse & create symmetrical designs.</p>	<p>Number and place value</p> <ul style="list-style-type: none"> • recognise, read & represent 5-digit numbers • partition numbers using standard & non-standard place value parts • compare & order 5-digit numbers • identify odd & even numbers & make generalisations about their properties • make generalisations about adding, subtracting, multiplying & dividing odd & even numbers • recall of 3s, 6s, 9s facts • solve multiplication & division problems <p>Fractions and decimals</p> <ul style="list-style-type: none"> • develop understanding of relationships between fractions with halves & thirds • count & represent fractions on number lines & using a range of models • solve fraction problems. <p>Money and financial mathematics</p> <ul style="list-style-type: none"> • explore strategies to calculate change • rounding to five cents • solve problems involving purchases & the calculation of change <p>Using units of measurement</p> <ul style="list-style-type: none"> • measure & compare volume • use am & pm notation, solve simple time problems <p>Location and transformation</p> <ul style="list-style-type: none"> • investigate the language of location, direction and movement • identify cardinal points of a compass & investigate compass directions on maps • plan and plot routes on maps using scales. <p>Geometric reasoning</p> <ul style="list-style-type: none"> • identify construct & label right angles • identify, construct and mark angles not equal to a right angle. 	<p>Number and place value</p> <ul style="list-style-type: none"> • sequence number values • apply number concepts & place value understanding to the calculation of addition, subtraction, multiplication & division. <p>Fractions and decimals</p> <ul style="list-style-type: none"> • partition to create fraction families • identify, model & represent equivalent fractions • solve simple calculations involving fractions with like denominators • model & represent tenths & hundredth • make links between fractions & decimals • compare & sequence decimals. <p>Money and financial mathematics</p> <ul style="list-style-type: none"> • represent, calculate & round amounts of money required for purchases & change. <p>Patterns and algebra</p> <ul style="list-style-type: none"> • use equivalent addition & subtraction number sentences to find unknown quantities. <p>Using units of measurement</p> <ul style="list-style-type: none"> • use scaled instruments to measure & compare length, mass, capacity & temperature • measure areas using informal units & investigate standard units of measurement. <p>Shape</p> <ul style="list-style-type: none"> • compare the areas of regular & irregular shapes using informal units of area measurement. 	<p>Number and place value</p> <ul style="list-style-type: none"> • calculate using a range of mental & written strategies with 2 & 3 digit numbers • recall multiplication & related division facts • calculate multiplication & division using a range of mental & written strategies • solve problems involving the four operations. <p>Fractions and decimals</p> <ul style="list-style-type: none"> • count & identify equivalent fractions • locate fractions on a number line • read & write decimals • identify fractions & corresponding decimals • compare & order decimals (to hundredths) <p>Money and financial mathematics</p> <ul style="list-style-type: none"> • calculate change to the nearest five cents • solve problems involving purchases <p>Patterns and algebra</p> <ul style="list-style-type: none"> • investigate & describe number patterns • use equivalent multiplication & division number sentences to find unknown quantities <p>Shape</p> <ul style="list-style-type: none"> • measure area of shapes • compare the areas of regular & irregular shapes by informal means <p>Chance</p> <ul style="list-style-type: none"> • describe the likelihood of everyday chance events • order events on a continuum <p>Data representation and interpretation</p> <ul style="list-style-type: none"> • write questions to collect data, collect & record data • display & interpret data
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MATHEMATICS - YEAR FIVE

SEMESTER 1		SEMESTER 2	
<p>Number and place value</p> <ul style="list-style-type: none"> • make connections between factors & multiples • identify numbers with 2, 3, 5 or 10 as factors • represent multiplication using the split & compensate strategy • use a written strategy for addition & subtraction • round & estimate to check the reasonableness of answers • solve problems using mental computation strategies & informal recording methods <p>Fractions and decimals</p> <ul style="list-style-type: none"> • use models to represent fractions • count on & count back using unit fractions • solve problems using unit fractions • add & subtract simple fractions with the same denominator. • make connections between fractional numbers & the place value system • represent, compare & order decimals <p>Using units of measurement</p> <ul style="list-style-type: none"> • read & represent 24-hour time • measure dimensions <p>Geometric reasoning</p> <ul style="list-style-type: none"> • identify the components of angles • compare & estimate the size of angles to establish benchmarks • construct & measure angles. <p>Shape</p> <ul style="list-style-type: none"> • 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. <p>Location and transformation</p> <ul style="list-style-type: none"> • investigate & create reflection & rotation symmetry • describe & create transformations using symmetry 	<p>Number and place value</p> <ul style="list-style-type: none"> • round & estimate to check the reasonableness of answers • explore & apply mental computation strategies for multiplication & division • solve multiplication & division problems with no remainders • solve problems using mental computation strategies & informal recording methods • explore & identify factors & multiples. <p>Fractions and decimals</p> <ul style="list-style-type: none"> • represent, compare & order decimals <p>Patterns and algebra</p> <ul style="list-style-type: none"> • create & continue patterns involving whole numbers, fractions & decimals • explore strategies to find unknown quantities. <p>Using units of measurement</p> <ul style="list-style-type: none"> • read & represent 24-hour time, convert between 12- & 24-hour time <p>Data representation and interpretation</p> <ul style="list-style-type: none"> • explore methods of data representations to construct & interpret data displays. <p>Chance</p> <ul style="list-style-type: none"> • identify & describe possible outcomes • describe equally likely outcomes • represent probabilities of outcomes using fractions • conduct a chance experiment & investigate the fairness of a game. 	<p>Number and place value</p> <ul style="list-style-type: none"> • round & estimate to check an answer is reasonable • use written strategies to add & subtract • use an array to multiply one- & two-digit numbers • use divisibility rules to divide • solve problems involving computation & apply computation to money problems. <p>Fractions and decimals</p> <ul style="list-style-type: none"> • makes connections between fractions & decimals, compares & orders decimals <p>Money and financial mathematics</p> <ul style="list-style-type: none"> • investigate income & expenditure • calculate costs • investigate savings & spending plans • develop & explain simple financial plans. <p>Patterns and algebra</p> <ul style="list-style-type: none"> • creates, continues & identifies the rule for patterns involving the addition & subtraction of fractions • use number sentences to find unknown quantities involving multiplication & division. <p>Using units of measurement</p> <ul style="list-style-type: none"> • chooses appropriate units for length, area, capacity & mass • estimate & measure the perimeters of rectangles • estimate & calculate area of rectangles. • measures length, area, capacity & mass • finds perimeter • problem solves & reasons when applying measurement to answer a question <p>Location and transformation</p> <ul style="list-style-type: none"> • describe symmetry, create symmetrical designs & enlarge shapes. <p>Geometric reasoning</p> <ul style="list-style-type: none"> • estimate & measure angles, construct angles using a protractor. 	<p>Number and place value</p> <ul style="list-style-type: none"> • apply mental & written strategies to solve addition, subtraction, multiplication & division problems • apply computation skills • use estimation & rounding to check reasonableness • identify & use factors & multiples. <p>Fractions and decimals</p> <ul style="list-style-type: none"> • recognise that the place value system can be extended beyond thousandths • compare, order & represent decimals • locate decimals on a number line <p>Money and financial mathematics</p> <ul style="list-style-type: none"> • calculate with money <p>Location and transformation</p> <ul style="list-style-type: none"> • use a grid to describe locations on maps • describe positions using landmarks & directional language. <p>Chance</p> <ul style="list-style-type: none"> • order chance events • express probability on a numerical continuum • apply probability to games of chance • make predictions in chance experiments <p>Data representation and interpretation</p> <ul style="list-style-type: none"> • design data-collection questions & tools • represent data as a column graph or dot plot • interpret data to draw a conclusion.

MATHEMATICS - YEAR SIX

SEMESTER 1		SEMESTER 2	
<p>Number and place value</p> <ul style="list-style-type: none"> • identify and describe properties of prime and composite numbers • select and apply mental and written strategies to problems involving all four operations. solve problems using the order of operations • solve multiplication and division problems using a written algorithm. <p>Fractions and decimals</p> <ul style="list-style-type: none"> • order and compare fractions with related denominators • add and subtract fractions with related denominators <p>Patterns and algebra</p>	<p>Number and place value</p> <ul style="list-style-type: none"> • select and apply mental and written strategies to solve problems involving multiplication and division with whole numbers • identify, describe and continue square and triangular numbers. <p>Fractions and decimals</p> <ul style="list-style-type: none"> • 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 • locate, order and compare fractions with related denominators. 	<p>Number and place value</p> <ul style="list-style-type: none"> • 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 & order positive & negative integers <p>Fractions and decimals</p> <ul style="list-style-type: none"> • add and subtract fractions with related denominators • multiply and divide decimals by powers of ten • add and subtract decimals 	<p>Number and place value</p> <ul style="list-style-type: none"> • solve integer problems • solve problems using the order of operations • solve multiplication and division problems using a written algorithm. <p>Fractions and decimals</p> <ul style="list-style-type: none"> • add, subtract and multiply decimals • divide decimals by whole numbers • calculate a fraction of a quantity and percentage discount • compare and evaluate shopping options. <p>Patterns and algebra</p> <ul style="list-style-type: none"> • write a rule to describe a pattern

<ul style="list-style-type: none"> •continue and create sequences involving whole numbers and decimals •describe the rule used to create these sequences and explore the use of order of operations to perform calculations. <p>Geometric reasoning</p> <p>Money and financial mathematics</p> <ul style="list-style-type: none"> • investigate and calculate percentage discounts of 10%, 25% and 50% on sale items. <p>Using units of measurement</p> <ul style="list-style-type: none"> • solve problems involving the comparison of lengths and areas, and interpret and use timetables <p>Data representation and interpretation</p> <ul style="list-style-type: none"> • revise different types of data displays • interpret data displays • investigate the purpose and similarities & differences between data displays • identify the difference between categorical and numerical data. 	<p>Money and financial mathematics</p> <ul style="list-style-type: none"> • connect decimals, fractions and percentage • calculate percentages • calculate discounts of 10%, 25% and 50% on sale items. <p>Patterns and algebra</p> <ul style="list-style-type: none"> • continue and create sequences involving whole numbers, fractions and decimals • describe the rule used to create the sequence and apply the order of operations to assist calculations. <p>Geometric reasoning</p> <p>make generalisations about angles on a straight line, angles at a point and vertically opposite angles, and use these generalisations to find unknown angles.</p>	<ul style="list-style-type: none"> • divide numbers that result in decimal remainders and solve problems involving fractions and decimals. <p>Using units of measurement</p> <ul style="list-style-type: none"> • convert between units of measure • solve problems involving length and area and connect volume and capacity. <p>Location and transformation</p> <ul style="list-style-type: none"> • plot and read points in all four quadrants on a Cartesian plane • describe combinations of translations, reflections and rotations. <p>Using units of measurement</p> <ul style="list-style-type: none"> •make connections between volume and capacity. <p>Shape</p> <ul style="list-style-type: none"> •problem solve and reason to create nets and construct models of simple prisms and pyramids. <p>Chance</p> <p>Represent the probability of outcomes as a fraction or decimal and conduct chance experiments.</p>	<ul style="list-style-type: none"> • apply the rule to find the value of unknown terms • plot coordinates in all four quadrants. <p>Location and transformation</p> <ul style="list-style-type: none"> • apply translations, reflections and rotations to create symmetrical shapes. <p>Geometric reasoning</p> <ul style="list-style-type: none"> • measure angles • apply generalisations about angles on a straight line, angles at a point and vertically opposite angles and apply in real-life contexts. <p>Chance</p> <ul style="list-style-type: none"> • 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. <p>Data representation and interpretation</p> <ul style="list-style-type: none"> • compare primary and secondary data • source secondary data • identify how displays can be misleading.
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MATHEMATICS - YEAR 4/5/6

SEMESTER 1		SEMESTER 2	
Number and Place Value Fractions and Decimals Patterns and Algebra Measurement Chance	Number and Place Value Patterns and Algebra Measurement Chance and Data Data Representations Fractions and Decimals Location and Transformation Money and Financial Maths	Chance and Data Patterns and Algebra Number and Place Value Money and Financial Maths Location and Transformation Fractions and Decimals	Units of Measurement Shape Fractions and Decimals Patterns and Algebra Number and Place Value Location and Transformation Chance and Data Geometric Reasoning

SCIENCE– PREP			
SEMESTER 1		SEMESTER 2	
<p>Our living world</p> <p>Students use their senses to investigate the needs of living things, both animals and plants, in natural and man-made environments. Students determine that the survival of all living things is reliant on basic needs being met and discuss the consequences for living things when their needs are not met. Students consider the impact of human activity and natural events on the availability of basic needs and describe some sustainable practices that they could implement to protect Earth's resources and support the provision of the needs of living things.</p>	<p>Our material world</p> <p>Students engage in activities from the five contexts of learning — play, real life situations, investigations, routines and transitions and focused learning and teaching. The unit provides opportunities for students to examine familiar objects using their senses. Through exploration and discussion, language is focused to describe the properties of the materials from which objects are made. Students then observe and analyse the reciprocal connection between properties of materials, objects and purposes so that they recognise the scientific decision making in everyday life.</p>	<p>Weather watch</p> <p>Prep students engage in activities from the five contexts of learning — play, real life situations, investigations, routines and transitions and focused learning and teaching. This unit involves students using sensory experiences to explore daily and seasonal changes in the local weather and to reflect on the impact of these changes on plants, animals and daily life. Students are provided opportunities to explore specific regional weather events and interpretations of weather phenomena through various cultural perspectives. Students then formulate generalisations about the signs and signals relating to weather.</p>	<p>Move it, move it</p> <p>Prep students engage in activities from the five contexts of learning — play, real life situations, investigations, routines and transitions and focused learning and teaching. This unit involves students observing and asking questions about how things move. Students gather different types of information about factors influencing movement and apply and explain knowledge of movement in a familiar situation.</p>
SCIENCE– YEAR ONE			
SEMESTER 1		SEMESTER 2	
<p>Material Madness</p> <p>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.</p>	<p>Changes Around Me</p> <p>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.</p>	<p>Living Adventure</p> <p>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.</p>	<p>Now You See It! Now You Hear It!</p> <p>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.</p>
SCIENCE– YEAR TWO			
SEMESTER 1		SEMESTER 2	
<p>Toy Factory</p> <p>Pushes/pulls affect how objects move or change shape. See how pushes/pulls cause movement in everyday objects. Effect on movement caused by changes to object, or to push/pull on object. Measure & compare movement. Explain how pushes/pulls can be used to change movement of a toy or object created by students.</p>	<p>Good to grow</p> <p>Examine how living things change as they grow. Investigate and compare changes that occur to different living things during their life stages, including similarities and differences between parents and offspring. Describe the characteristics and needs of living things in each life stage and how the needs are met.</p>	<p>Mix, make and use</p> <p>Investigate combinations of different materials and give reasons for selection of particular materials according to properties and purpose. Describe changes to objects and materials when separate and combined. Make an object which has a purpose in everyday life.</p>	<p>Save planet Earth</p> <p>Investigate Earth's resources and describe their use. Learn importance of conserving resources for future of all living things. Propose and explain actions that can be taken to conserve Earth's resources. Share ideas about conservation of Earth's resources in a presentation.</p>
SCIENCE– YEAR THREE			
SEMESTER 1		SEMESTER 2	
<p>Spinning Earth</p> <p>Effect of Earth's rotation on its axis in relation to position of sun. Observable and non-observable features of Earth & compare its size with sun & moon. Day & night, sunrise & sunset, & shadows occur from Earth's rotation. Changes in sunlight throughout the day.</p>	<p>Is it living?</p> <p>What constitutes a living thing and how they can be distinguished from non-living things. Group living and non-living things according to observable features. Recognise once-living things.</p>	<p>Heating Up</p> <p>How heat is produced & its behaviour when it transfers from an object or area to another. Heat can be observed by touch and that formal measurements of heat (temperature) can be taken using a thermometer. Heat transfers from warmer areas to cooler area</p>	<p>What's the matter?</p> <p>Change of state between solid & liquid can be caused by adding or removing heat. Properties of liquids & solids. How to identify an object as a solid or a liquid. How adding or removing heat affects materials used in everyday life.</p>

SCIENCE– YEAR FOUR			
SEMESTER 1		SEMESTER 2	
<p>Forces</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>Here today, Gone tomorrow</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>Ready, Set, Grow</p> <p>Students investigate life cycles and sequence key stages in the life cycles of plants and animals. They examine relationships between living things and their dependence on each other and on the environment. By considering human and natural changes to the habitats, students 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>Material Madness</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>
SCIENCE– YEAR FIVE			
SEMESTER 1		SEMESTER 2	
<p>Light – Now You See it</p> <p>Investigate properties of light and formation of shadows. Reflection of angles, how refraction affects perceptions of an object's location, how filters absorb light and affect how we perceive colour of objects; and the relationship between light source distance and shadow height. Role of light in everyday objects and devices.</p>	<p>Matter Matters</p> <p>Classification of matter to include gases. How matter structures the world. Solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Observable properties and behaviours of solids, liquids and gases.</p>	<p>Our place in the Solar system</p> <p>Describe key features of our solar system including planets and stars. Scientific developments have affected people's lives and knowledge of the solar system comes from a range of people. Plan and conduct investigations to answer questions and solve problems. They will decide on variables to change and measure to conduct fair tests.</p>	<p>Animal Adaptations – survival in the Australian environment</p> <p>Structural features and behavioural adaptations that assist living things survive in their environments. Investigate factors that influence how plants and animals survive in extreme environments. Create a creature with adaptations that are suitable for survival in a prescribed environment.</p>
SCIENCE– YEAR SIX			
SEMESTER 1		SEMESTER 2	
<p>Energy and Electricity</p> <p>Electrical circuits for transferring and transforming electricity. How energy from a variety of sources can be used to generate electricity and energy transformations associated with different methods of electricity production</p>	<p>Natural Disasters</p> <p>Geological and extreme weather events can affect Earth's surface. Effects of earthquakes & volcanoes and how communities are affected. Gather, record & interpret weather data. Representations of cyclones. Community & personal decisions about preparing for natural disasters.</p>	<p>Life on Earth</p> <p>Environmental conditions that affect growth & survival of living things. Use simulations to plan and conduct fair tests and analyse results. Gather, record and interpret observations of investigations. Recommend actions to develop environments for native plants and animals.</p>	<p>Making Changes: Reversible or Irreversible</p> <p>Changes that can be made to materials and how these changes are classified as reversible or irreversible. Effects of reversible and irreversible changes in everyday materials and how this is used to solve problems that directly affect peoples' lives.</p>
SCIENCE– YEAR 4/5/6			
SEMESTER 1		SEMESTER 2	
<p>Physical Science Scientific Inquiry</p> <p>Year 4: Forces can be exerted by one object on another through direct contact or from a distance</p> <p>Year 5: Light from a source forms shadows and can be absorbed, reflected and refracted</p> <p>Year 6: Electrical energy can be transferred and transformed in electrical circuits and can be generated from a range of sources</p>	<p>Earths and Space Sciences Multimodal Presentation</p> <p>Year 4: Earth's surface changes over time as a result of natural processes and human activity</p> <p>Year 5: The Earth is part of a system of planets orbiting around a star (the sun)</p> <p>Year 6: Sudden geological changes and extreme weather events can affect Earth's surface</p>	<p>Chemical Sciences Scientific Inquiry and Report</p> <p>Year 4: Natural and processed materials have a range of physical properties that can influence their use</p> <p>Year 5: Solids, liquids and gases have different observable properties and behave in different ways</p> <p>Year 6: Changes to materials can be reversible or irreversible</p>	<p>Biological Sciences Portfolio of Work</p> <p>Year 4: Living things depend on each other and the environment to survive Living things have life cycles</p> <p>Year 5: Living things have structural features and adaptations that help them to survive in their environment</p> <p>Year 6: The growth and survival of living things are affected by physical conditions of their environment</p>

HASS– PREP	
SEMESTER 1	SEMESTER 2
<p style="text-align: center;">My Family History</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • What is my history and how do I know? <p>In this unit, students:</p> <ul style="list-style-type: none"> • explore the nature and structure of families • identify their own personal history, particularly their own family backgrounds and relationships • examine diversity within their family and others • investigate familiar ways family and friends commemorate past events that are important to them • recognise how stories of families and the past can be communicated through sources that represent past events • present stories about personal and family events in the past that are commemorated. 	<p style="text-align: center;">My Special Places</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • What are places like and what makes them special? <p>In this unit, students:</p> <ul style="list-style-type: none"> • draw on studies at the personal scale, including places where they live or other places that are familiar to them • understand that a 'place' has features and a boundary that can be represented on maps or globes • recognise that what makes a 'place' special depends on how people view the place or use the place • observe and represent the location and features of places using pictorial maps and models • examine sources to identify ways that people care for special places • describe special places and the reasons they are special to people • reflect on learning to suggest ways they could contribute to the caring of a special place.
HASS– YEAR ONE	
SEMESTER 1	SEMESTER 2
<p style="text-align: center;">My Changing Life</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • How has my family and daily life changed over time? <p>In this unit, students:</p> <ul style="list-style-type: none"> • explore family structures and the roles of family members over time • recognise events that happened in the past may be memorable or have personal significance • identify and describe important dates and changes in their own lives • compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences • respond to questions about the recent past • sequence and describe events of personal significance using terms to describe the passing of time • examine sources, such as images, objects and family stories, that have personal significance • share stories about the past. 	<p style="text-align: center;">How do Places Change?</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • What are the features of my local places and how have they changed? <p>In this unit, students:</p> <ul style="list-style-type: none"> • draw on studies at the personal and local scale, including familiar places, for example, the school, local park and local shops • recognise that the features of places can be natural, managed or constructed • identify and describe the natural, constructed and managed features of places • examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places • represent local places using pictorial maps and describe local places using the language of direction and location • respond to questions to find out about the features of places, the activities that occur in places and the care of places • collect and record geographical data and information, such as observations and interviews to investigate a local place • reflect on learning to respond to questions about how features of places can be cared for.
HASS– YEAR TWO	
SEMESTER 1	SEMESTER 2
<p style="text-align: center;">Present Connections to Places (Are We There Yet?)</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • How are people connected to their place and other places? <p>In this unit, students:</p> <ul style="list-style-type: none"> • draw on representations of the world as geographical divisions and the location of Australia • recognise that each place has a location on the surface of the Earth, which can be expressed using direction and location of one place from another • identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or region-of-the-world scale • understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world, and that these connections are influenced by purpose, distance and accessibility • represent connections between places by constructing maps and using symbols • examine geographical information and data to identify ways people, including Aboriginal and Torres Strait Islander people, are connected to places and factors that influence those connections • respond with ideas about why significant places should be preserved and how people can act to preserve them. 	<p style="text-align: center;">Impacts of Technology Over Time</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • <i>How have changes in technology shaped our daily life??</i> <p>In this unit, students:</p> <ul style="list-style-type: none"> • investigate continuity and change in technology used in the home, for example, in toys or household products • compare and contrast features of objects from the past and present • sequence key developments in the use of a particular object in daily life over time • pose questions about objects from the past and present • describe ways technology has impacted on peoples' lives making them different from those of previous generations • use information gathered for an investigation to develop a narrative about the past.

HASS– YEAR THREE	
SEMESTER 1	SEMESTER 2
<p style="text-align: center;">Our Unique Communities (ANZAC Day)</p> <p>Inquiry questions: <i>How do people contribute to their unique communities?</i></p> <p>In this unit, students:</p> <ul style="list-style-type: none"> • identify individuals, events and aspects of the past that have significance in the present • identify and describe aspects of their community that have changed and remained the same over time • explain how and why people participate in and contribute to their communities • identify a point of view about the importance of different celebrations and commemorations to different groups • pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions • sequence information about events and the lives of individuals in chronological order • communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms. 	<p style="text-align: center;">Exploring Places Near and Far</p> <p>Inquiry questions: <i>How and why are places similar and different?</i></p> <p>In this unit, students:</p> <ul style="list-style-type: none"> • identify connections between people and the characteristics of places • describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places • interpret data to identify and describe simple distributions and draw simple conclusions • record and represent data in different formats, including labelled maps using basic cartographic conventions. • explain the role of rules in their community and share their views on an issue related to rule-making • describe the importance of making decisions democratically and propose individual action in response to a democratic issue • communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.
HASS– YEAR FOUR	
SEMESTER 1	SEMESTER 2
<p style="text-align: center;">Early Exploration and Settlement (Australia – Before, During and After Settlement)</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • <i>What were the short- and long-term effects of European settlement?</i> <p>In this unit, students will:</p> <ul style="list-style-type: none"> • explore the diversity of different groups within their local community • consider how personal identity is shaped by aspects of culture, and by the groups to which they belong • examine the purpose of laws and distinguish between rules and laws • make connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australia by the British • investigate the experiences of British explorers, convicts, settlers and Australia's first peoples, and the impact colonisation had on the lives of different groups of people • analyse the experiences of contact between Australia's first peoples and others, and the effects these interactions had on people and the environment • draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were and continue to be affected by British colonisation and the enactment of law of terra nullius. 	<p style="text-align: center;">Sustainable use of Places</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • <i>How can people use environments more sustainably?</i> <p>In this unit, students will:</p> <ul style="list-style-type: none"> • explore the concept of 'place' with a focus on Africa and South America • describe the relative location of places at a national scale • identify how places are characterised by their environments • describe the characteristics of places, including the types of natural vegetation and native animals • examine the interconnections between people and environment and the importance of environments to animals and people • identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places • investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste • recognise the knowledge and practices of Aboriginal and Torres Strait Islander peoples in regards to places and environments • propose actions for caring for the environment and meeting the needs of people.

HASS– YEAR FIVE			
SEMESTER 1		SEMESTER 2	
<p>People and the Environment</p> <p>Inquiry questions: <i>How do people and environments influence one another?</i></p> <p>In this unit, students will investigate:</p> <ul style="list-style-type: none"> the characteristics of places in Europe and North America and the location of their major countries in relation to Australia the human and environmental factors that influence the characteristics of places and the interconnections between people and environments the impact of human actions on the environmental characteristics of places in two countries in Europe and North America how to complete maps using cartographic conventions the language used to describe the relative location of places at a national scale how to represent and interpret data to identify simple patterns, trends, spatial distribution, infer relationships and draw conclusions. 	<p>Managing Australian Communities</p> <p>Inquiry questions: <i>How are people and environments managed in Australian communities?</i></p> <p>In this unit, students will investigate:</p> <ul style="list-style-type: none"> how places are affected by the interconnection between people, places and environments the influence of people on the human characteristics of places, including how the use of space within a place is organised how laws impact on the lives of people in the present the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management environmental challenges in the form of natural hazards ways in which people respond to a geographical challenge and the possible effects of actions. 	<p>Communities in Colonial Australia (1800's)</p> <p>Inquiry questions: <i>How have individuals and groups in the colonial past contributed to the development of Australia?</i></p> <p>In this unit, students will investigate:</p> <ul style="list-style-type: none"> key events related to the development of British colonies in Australia after 1800 the economic, political and social reasons for colonial developments in Australia after 1800 aspects of daily life for different groups of people during the colonial period in Australia the effects that colonisation had on the lives of Aboriginal peoples and on the environment significant developments and events that impacted on the development of colonial Australia, including the gold rushes and inland exploration the significance of individuals and groups in shaping the colonies, especially through inland exploration. 	<p>Participating in Australian Communities</p> <p>Inquiry questions: <i>How have people enacted their values and perceptions about their community, other people and places, past and present?</i></p> <p>In this unit, students will investigate:</p> <ul style="list-style-type: none"> the key values of Australia's liberal democratic system of government, particularly the values of freedom, equality, fairness and justice significant past developments, events, individuals and groups that impacted on the development law and democracy in Australia, particularly the Eureka Stockade and Peter Lalor representative democracy and voting processes in Australia how laws impacted on the lives of people in the past.
HASS– YEAR SIX			
SEMESTER 1		SEMESTER 2	
<p>Australia in the Past</p> <p>Inquiry questions: <i>How have key figures, events and values shaped Australian society, its system of government and citizenship?</i></p> <p>In this unit, students:</p> <ul style="list-style-type: none"> examine the key figures, events and ideas that led to Australia's Federation and Constitution recognise the contribution of individuals and groups to the development of Australian society since Federation investigate the key institutions, people and processes of Australia's democratic and legal system locate, collect and interpret information from primary sources sequence information about events and the lives of individuals in chronological order present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials. 	<p>Australia and Global Citizenship</p> <p>Inquiry questions: <i>What does it mean to be an Australian citizen?</i> <i>How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?</i></p> <p>In this unit, students:</p> <ul style="list-style-type: none"> recognise the responsibilities of electors and representatives in Australia's democracy consider the shared values, right and responsibilities of Australian citizenship and obligations that people may have as global citizens identify different points of view and solutions to an issue generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others <p>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</p> <ul style="list-style-type: none"> investigate stories of groups of people who migrated to Australia since Federation sequence information about events and represent time by creating timelines present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials 	<p>Australia in a Diverse World & Australia's Global Connections</p> <p>Inquiry questions: <i>How do places, people and cultures differ across the world?</i> <i>How do Australia's global connections influence my role as a global citizen?</i></p> <p>In this unit, students:</p> <ul style="list-style-type: none"> examine the geographical diversity of the Asia region and the location of its major countries in relation to Australia investigate differences in the economic, demographic and social characteristics of countries across the world consider the world's cultural diversity, including that of its indigenous peoples identify Australia's connections with other countries organise and represent data in large- and small-scale maps using appropriate conventions interpret data to identify, describe and compare distributions, patterns and trends in the diverse characteristics of places present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, communication conventions and discipline-specific terms. communication conventions and discipline-specific terms. 	<p>Making Decisions to benefit my Community.</p> <p>Inquiry questions: <i>How can resources be used to benefit individuals, the community and the environment?</i></p> <p>In this unit, students:</p> <ul style="list-style-type: none"> investigate a familiar community or regional economics or business issue that may affect the individual or the local community examine how the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs identify the effect that consumer and financial decisions can have on the individual, the broader community and the environment recognise the reasons businesses exist and the different ways they provide goods and services present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.

HASS– YEAR 4/5/6			
SEMESTER 1		SEMESTER 2	
<p>‘Inquiry Based Learning - History Inquiry’ Year 4 Why did the great journeys of exploration occur? What was life like for Aboriginal and Torres Strait Islander Peoples before the arrival of the Europeans? Why did the Europeans settle in Australia? What was the nature and consequence of contact between Aboriginal and Torres Strait Islander Peoples and early traders, explorers and settlers? Year 5 What do we know about the lives of people in Australia’s colonial past and how do we know? How did an Australian colony develop over time and why? How did colonial settlement change the environment? What were the significant events and who were the significant people that shaped Australian colonies? Year 6 Why and how did Australia become a nation? How did Australian society change throughout the twentieth century? Who were the people who came to Australia? Why did they come? What contribution have significant individuals and groups made to the development of Australian society?</p>	<p>‘Inquiry Based Learning - Geography Inquiry’ Comparing Countries Year 4 How does the environment support the lives of people and other living things? How do different views about the environment influence approaches to sustainability? How can people use environments more sustainably? Year 5 How do people and environments influence one another? How do people influence the human characteristics of places and the management of spaces within them? How can the impact of bushfires or floods on people and places be reduced? Year 6 How do places, people and cultures differ across the world? 1. What are Australia’s global connections between people and places? 2. How do people’s connections to places affect their perception of them?</p>	<p>‘Inquiry Based Learning – Economics and Business’ Year 5 Why do I have to make choices as a consumer? What influences the decisions I make? What can I do to make informed decisions? Year 6 Why are there trade-offs associated with making decisions? What are the possible effects of my consumer and financial choices? 1. Why do businesses exist and what are the different ways they provide goods and services?</p>	<p>‘Inquiry Based Learning – Civics and Citizenship Inquiry’ Year 4 How can local government contribute to community life? What is the difference between rules and laws and why are they important? How has my identity been shaped by the groups to which I belong? Year 5 What is democracy in Australia and why is voting in a democracy important? Why do we have laws and regulations? How and why do people participate in groups to achieve shared goals? Year 6 What are the roles and responsibilities of the different levels of government in Australia? 1. How are laws developed in Australia? 2. What does it mean to be an Australian citizen?</p>


HEALTH & PHYSICAL EDUCATION– PREP			
SEMESTER 1		SEMESTER 2	
<p>I can do it</p> <p>In this unit students will explore information about what makes them unique, identifying their strengths and achievements. Students will 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.</p>	<p>I am growing and changing</p> <p>In this unit students explore how their bodies are growing and developing, and identify the actions that will keep them healthy, such as diet, hygiene and physical activity.</p>	<p>Looking out for others</p> <p>In this unit, students will identify and describe different emotions people experience. They will explore and practice ways to interact with others in a variety of settings.</p>	<p>I am safe</p> <p>In this unit, students identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires.</p>
Develop the fundamental movement skills of running, hopping, jumping and galloping through active participation in activities, games and movement challenges.	Develop skills of rolling, catching, bouncing, throwing and kicking through active participation in activities, games and movement challenges. Use personal and social skills to follow rules and cooperate.	Explore the benefits of regular participation in physical activity through active play in simple games. Apply safety rules and principles of being a good team member in simple games.	Explore the elements of movement (speed, level and shape) and plan and perform a sequence of movement in response to music. Identify and describe how the body responds to movement.
HEALTH & PHYSICAL EDUCATION – YEAR ONE			
SEMESTER 1		SEMESTER 2	
<p>A Little Independence</p> <p>Students describe physical and social changes that occur as they grow. They recognise their own and others' strengths and achievements and discuss how these contribute to identities. Students recognise similarities and differences in individuals and groups.</p> <p>Students:</p> <ul style="list-style-type: none"> describe changes that occur as individuals grow older describe how family and community acknowledge changes recognise similarities and differences in individuals. identify factors that influence personal identities. discuss how differences and similarities are celebrated and respected. <p>Links with Semester 1 - HASS Unit: My Changing Life</p>		<p>Good Choices, Healthy Me</p> <p>Students examine health messages related to the health benefits of physical activity, nutritious dietary intake and maintaining good personal hygiene habits to help them stay healthy. Students describe actions that keep themselves and others healthy in different situations. Students:</p> <ul style="list-style-type: none"> understand the meaning of being healthy, recognise situations and opportunities to promote health understand the relationship between personal actions and being healthy identify and explain actions related to health messages recognise situations and opportunities to promote healthy choices explore actions that help make their classroom a healthy and active place identify and explore natural and built environments in their local community where physical activity can take place consider health messages when making health decisions and selecting healthy actions recognise situations and opportunities to make healthy decisions understand how to use the decision- making steps to make healthy choices. 	
Develop fundamental movement skills while completing beanbag activities and challenges within groups of varying sizes.	Develop locomotor and object control skills. Experiment with using different equipment and parts of their body. Propose a range of alternatives and test effectiveness when solving movement challenges.	Participate in simple tagging games which incorporate fundamental movement skills. Propose a range of alternatives and test their effectiveness to solve movement challenges.	Explore movement in response to the environment (levels). Create and perform a sequence of movement that incorporates equipment (ball, hoop).
HEALTH & PHYSICAL EDUCATION – YEAR TWO			
SEMESTER 1		SEMESTER 2	
<p>Stay safe</p> <p>Students complete a series of tasks relating to a single cohesive context. These tasks will be recorded and compiled to form a collection of work. Students view information about safe behaviours and be given scenarios to role play safe behaviours.</p>		<p>Our culture</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>	
Develop and perform static balances, locomotion skills, rotations, springs and landings. Perform skills as a continuous movement sequence that incorporates the elements of under, over and through the air.	Create and participate in games and challenges that combine music and skipping ropes.	Develop locomotor and object control skills. Experiment with using different equipment and parts of their body. Propose a range of alternatives and test effectiveness when solving movement challenges.	Perform the object control skills of kicking and striking while participating in minor games and team challenges.

HEALTH & PHYSICAL EDUCATION – YEAR THREE			
SEMESTER 1		SEMESTER 2	
Good friends Explore the impact of positive social interaction on self-identity. They will investigate different types of friendships; examine the qualities we look for in a friend; as well as their roles and responsibilities. Students will learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. They will reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships.		Feeling Safe 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. They explore risk-taking behaviours, their rights and responsibilities and explore bullying behaviours and strategies to reduce it and identify people who can help them make good decisions and stay safe.	
Develop and practise scooter board riding skills through various activities and challenges.	Develop the fundamental movement skills of running, jumping and throwing.	Develop kicking and passing skills in different games and sports (large balls). Adopt inclusive practices and apply strategies for working cooperatively. Apply rules fairly.	Develop kicking and passing skills in different games and sports (small balls). Adopt inclusive practices and apply strategies for working cooperatively. Apply rules fairly.
HEALTH & PHYSICAL EDUCATION – YEAR FOUR			
SEMESTER 1		SEMESTER 2	
Cyber safety – Netiquette and Online Protocols Students examine and interpret health information about cybersafety and online protocols. They describe and apply strategies that can be used in cyberbullying situations that make them feel uncomfortable or unsafe. They explore the importance of demonstrating respect and empathy in online relationships. They reflect on young people's use of digital technologies and online communities, and identify local resources to support their safety.		Health and Wellbeing – Making Healthy Choices In this unit, students learn to make healthy food choices using the Australian Guide to Healthy Eating. They will create menus that reflect a balanced diet and explore strategies to lead a healthy active life. Students will then examine different sources of health information and interpret them with regard to credibility and truthfulness. Students identify health messages directed at them and the influences they have on their choices. They investigate marketing and advertising strategies used to promote foods as healthy and use critical analysis to make choices. Students will analyse the packaging on processed food to determine if the health claims are true.	
Combine fundamental movement skills to perform athletic sequences.	Practise and refine fundamental movement skills to perform various skipping skills and solve individual skipping challenges. Examine the benefits of being fit and physically active and how they relate to skipping.	Develop and apply overarm throwing and object control skills (with small balls) to participate in various striking and fielding games. Apply rules fairly.	Practise and refine fundamental movement skills to perform balancing and juggling. Work cooperatively.
HEALTH & PHYSICAL EDUCATION – YEAR FIVE			
SEMESTER 1		SEMESTER 2	
Emotional Interactions 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.		Healthy Habits 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.	
Develop specialised movement skills and explore the benefits of flexibility within the context of athletics.	Develop specialised football skills and create and perform a sequence of these skills.	Develop fundamental movement skills within the context of touch football and modified cricket.	Develop the specialised movement skills identified in the game of modified European handball.
HEALTH & PHYSICAL EDUCATION – YEAR SIX			
SEMESTER 1		SEMESTER 2	
Who Influences Me 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.		Transitions 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.	
Develop specialised movement skills within different fitness contexts. Participate in physical activities focused on athletics (running, jumping and throwing) designed to enhance fitness.	Develop specialised movement skills of free running, including running, jumping, landing, balancing and safety rolls. Apply and combine the above skills in different movement situations and apply critical and creative thinking processes in order to generate and assess solutions to movement challenges within a free running environment.	Develop fundamental movement skills involved in touch and ultimate football.	Demonstrate specialised movement skills and concepts related to tennis.

HEALTH & PHYSICAL EDUCATION – YEAR 4/5/6			
SEMESTER 1		SEMESTER 2	
<p>Being healthy, safe and active</p> <p>Year 4: Explore how success, challenge and failure strengthen identities Explore strategies to manage physical, social and emotional change Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe Identify and practice strategies to promote health, safety and wellbeing</p> <p>Year 5 and 6: Examine how identities are influenced by people and places Investigate community resources and ways to seek help about health, safety and wellbeing Plan and practise strategies to promote health, safety and wellbeing</p>	<p>Communicating and interacting for health and wellbeing</p> <p>Year 4: Describe how respect, empathy and valuing diversity can positively influence relationships Investigate how emotional responses vary in depth and strength Discuss and interpret health information and messages in the media and internet</p> <p>Year 5 and 6: Practise skills to establish and manage relationships Examine the influence of emotional responses on behaviour and relationships Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours</p>	<p>Contributing to healthy and active communities</p> <p>Year 4: Describe strategies to make the classroom and playground healthy, safe and active spaces Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing Research own heritage and cultural identities, and explore strategies to respect and value diversity</p> <p>Year 5 and 6: Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to natural and built environments</p>	<p>Changes in physical bodies.</p> <p>Year 6 Investigate resources and strategies to manage changes and transitions associated with puberty</p>

TECHNOLOGIES – PREP			
SEMESTER 1		SEMESTER 2	
Term 1 – Design Technologies Easter Hat	Term 2 – Design Technologies – Fairy Tale House Students use a variety of materials to design and recreate a fairy tale house. Students discuss what worked well and how they could improve on it. Term 2 – Digital Technologies – Draw and Tell (Buddy program to assist with the implementation of these skills)	Term 3 – Digital Technologies – Weather Report – Green Screen and Green Screen App Students present an oral report for the weather against a green screen using the green screen App. Students film each other – whole class presentation of final product.	Term 4 – Design Technologies – Rube Goldberg Students design a Rube Goldberg machine, build and implement its operation and. Machine matches design.
TECHNOLOGIES – YEAR ONE			
SEMESTER 1		SEMESTER 2	
Term 1 – Design Technologies – Links with Science Unit: Material Madness Students will engage in units over term 1 that links Science, English and Technology. Students will be exploring properties of materials in Science and procedure in English and their understandings in these areas will support their Technology unit. Students will design a boat and test their suitability of their materials and design. Term 1 – Digital Technologies – Links with Maths Unit: Measurement & Geometry Bee Bots – link to Location Assessment in Maths	Term 2 – Design Technologies – Links with Science Unit: Changes Around Me Multi-modal presentation Term 2 – Design Technologies – Links with Science Unit: Changes Around Me Book Creator – Class Book	Term 3 – Design Technologies – Links with Science Unit: Living Adventure Students will engage in units over term 3 that links Science, English and Technology. Students will explore life and living in Science and information reports in English and their understandings in these areas will support their Technology unit. Students will design a diorama or collage of a habitat.	Term 4 – Digital Technologies – Links with Maths Unit: Statistics & Probability Students will use digital systems to represent simple patterns in data in different ways.
TECHNOLOGIES – YEAR TWO			
SEMESTER 1		SEMESTER 2	
Digital Technologies Cyber safety Students explore cyber safety and work through an iPad boot camp.	Design and Technologies Spin It- Drop It! Links with the Science unit – Toy factory Students work through the design process and explore forces on their toy.	Design and Technologies Design a lunchbox Students explore the properties of different materials and work through the design process to create a functioning lunchbox.	Digital Technologies Save Water - Links to Science Save Planet Earth Explore techniques to create a poster using Book Creator on iPads
TECHNOLOGIES – YEAR THREE			
SEMESTER 1		SEMESTER 2	
Digital Technologies: Task: What digital systems do you use? In this unit students will 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 (Tynker) They will: <ul style="list-style-type: none"> explore and describe how digital systems are used and meet needs at home, in school and the local community, and use a range of peripheral devices to transmit data define problems and identify needs develop technical skills in using a visual programming language to create a digital solution describe, follow and apply a sequence of steps and decisions (algorithms) in non-digital contexts and when using a visual programming language implement a simple digital solution that involves branching algorithms and user input when creating a simple guessing game explain how their solutions and information systems, such as learning software, meet personal, school and community needs develop skills in computational and systems thinking when solving problems and creating solutions 		Design and Technology Design task – Repurpose It! Water Bottle In this unit, students will investigate the suitability of materials, systems, components, tools and equipment for specific purposes. They will repurpose a clothing item with other recycled materials to create a useful item. They will 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 will apply the following processes and production skills: <ul style="list-style-type: none"> Investigating by: <ul style="list-style-type: none"> communicating with clients and critiquing needs or opportunities for designs testing materials including fabrics and exploring techniques for shaping and joining them identifying examples of recycling, up-cycling and reusing Generating design ideas for a useful item and communicating them with annotated design drawings Producing a useful item by selecting relevant tools and resources, and using them safely Evaluating design ideas, processes and solutions Collaborating as well as working individually throughout the process Managing by sequencing production steps 	

TECHNOLOGIES – YEAR FOUR		
SEMESTER 1		SEMESTER 2
Digital Technology – Drones to the Rescue In this unit students will explore and use a drone to solve real world problems. They will: <ul style="list-style-type: none"> define simple problems and identify needs develop technical skills in using a visual programming language to create a digital solution describe, follow and apply a sequence of steps and decisions (algorithms) and when using a visual programming language implement a simple digital solution that involves branching algorithms and user input when creating a solution to a problem 		Design Technology - What's for lunch Food and fibre production and Food specialisations In this unit, students investigate food and fibre production and food technologies used in modern and traditional societies. They design and make a lunch item that includes modern and traditional technologies. They explore how people in different times developed food and fibre technologies to meet human needs.
TECHNOLOGIES – YEAR FIVE		
SEMESTER 1		SEMESTER 2
Flight - How far can paper fly? Construct a paper plane that can fly the greatest distance and remain in the air the longest.	DIGITAL Technologies – A-maze-ing digital designs	City X Showcase Make a Game
TECHNOLOGIES – YEAR SIX		
SEMESTER 1		SEMESTER 2
Binary Numbers and Create a game In this unit students engage in a number of activities, including: <ul style="list-style-type: none"> examining a game to explore algorithm design and develop skills in using a visual programming language working collaboratively to create a game. Students will apply a range of skills and processes when creating digital solutions. They will: <ul style="list-style-type: none"> define problems clearly by identifying appropriate data and functional requirements design a user interface, considering alternatives and design principles follow, modify and design algorithms using diagrams and simple statements, relating particular programming language statements (steps and decisions) to actions in the game implement their game using visual programming and including steps, branching and repetition evaluate how well their solutions meet defined requirements manage, create and communicate ideas online during collaborative projects including negotiating, providing feedback and developing plans to complete tasks and applying social, ethical and technical protocols. 		Cambodian Connection Integrated Unit Link with HASS and English
TECHNOLOGIES – YEAR 4/5/6		
SEMESTER 1		SEMESTER 2
Design Technology - 'Toys From Trash' Year 4: Investigate the suitability of materials, systems, components, tools and equipment for a range of purposes Investigate how forces and the properties of materials affect the behaviour of a product or system Year 5 and 6: Investigate how electrical energy can control movement, sound or light in a designed product or system Investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate the impact of their use		Digital Technology - 'Entrepreneurs of Tomorrow' Year 4: Recognise different types of data and explore how the same data can be represented in different ways Identify and explore a range of digital systems with peripheral devices for different purposes, and transmit different types of data. Year 5 and 6: Examine how whole numbers are used to represent all data in digital systems Examine the main components of common digital systems and how they may connect together to form networks to transmit data.

THE ARTS – PREP			
SEMESTER 1		SEMESTER 2	
Visual Arts: My Family in Art (Linked to HASS) Students use a range of materials to represent stories, artworks and experience. They select meaningful aspects of stories, artworks and experiences to represent artistically. Students experiment with different colours, shapes, textures to create representations. They select materials and use them purposefully to create meaning in representations. Students make artwork that incorporate real and imaginary ideas.		Drama: Weather Report In this unit students will be able to create and perform a weather report. Students respond to information taught in Science about the effects of weather. Media Arts: Weather Report Student performance of a weather report in the persona of a weather presenter.	
DANCE			
Choreography Unit Title: <i>Let's Get Moving</i>	Performance Unit Title: <i>Trolls</i>	Choreography Unit Title: <i>Going On A Bear Hunt</i>	Performance Unit Title: <i>Christmas Concert</i>
THE ARTS – YEAR ONE			
SEMESTER 1		SEMESTER 2	
Visual Arts: Collection of Work Throughout this unit students will view, discuss and reflect various artworks and use a range of mediums to recreate some artworks of their own. Students will create and display experimental and imaginative artworks to represent a sense of place, both real and imaginary. Students will express their ideas through sharing with an audience.		Media Arts 	Drama: Stories Come to Life 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: <ul style="list-style-type: none"> • explore role and dramatic action in dramatic play and improvisation • use voice, facial expression, movement, space and focus to imagine and establish role and situation • present drama that communicates ideas based on a picture book • respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal peoples and Torres Strait Islander peoples..
DANCE			
Choreography Unit Title: <i>The Very Hungry Caterpillar</i>	Performance Unit Title: <i>Chipmunks</i>	Choreography Unit Title: <i>Dancing Characters</i>	Performance Unit Title: <i>Holidays/Big Fish Little Fish</i>
THE ARTS – YEAR TWO			
SEMESTER 1		SEMESTER 2	
Visual Arts: Ken Done How and why artists present ideas through different representations and processes. Give opinions on artworks. How artworks are created. Use and apply conventions such as line, shape, colour and texture. Experience role of artist & audience. Reflect on practice.		Media Arts: Linked to English	Drama: Presenting Traditional and Non-Traditional Tales By the end of this unit students will have a deeper understanding of roles as they explore voice and movement to create roles. They will confidently share their drama with peers and experience drama as audiences.
DANCE			
Choreography Unit Title: <i>Dancing Seasons</i>	Performance Unit Title: <i>Ice Age/Winter</i>	Choreography Unit Title: <i>Shape Dance</i>	Performance Unit Title: <i>Keep On Moving</i>

THE ARTS – YEAR THREE			
SEMESTER 1		SEMESTER 2	
Media Arts /Health On the Cover In this unit, students: <ul style="list-style-type: none"> • explore genre conventions in paper magazine cover design and devise representations of classmates to depict characterisations, settings and ideas • experiment with design (layout, text, colour, image composition) and media technologies (desktop publishing, photography, image manipulation) to appeal to a target audience • present productions in digital or print form to share and discuss similarities and differences in content, structure and design approaches • describe and discuss intended purposes and audience of print and online media artworks using Media Arts key concepts, starting with media artworks from Australia, including media artworks of Aboriginal peoples and Torres Strait Islander peoples 	Visual Arts: Found Objects In this unit, students: <ul style="list-style-type: none"> • explore visual conventions (plaster-cast relief sculpture, mixed media, mould making, found objects, surface manipulation) • represent ideas (display / art conversations / reflections) • compare artworks and use art terminology to communicate meaning • explore artworks from Aboriginal artists and Torres Strait Islander artists which represent the land through symbolic pattern 	Drama: Country/Place Term Week 4 – Term 3 Week 4 In this unit, students: <ul style="list-style-type: none"> • explore ideas and narrative structures in Dreaming stories and Before time stories through roles and situations and use empathy in their own improvisations and devised drama • use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place • shape and perform dramatic action using narrative structures and tension in devised and scripted drama • identify intended purposes and meaning of drama using the elements of drama to make comparisons 	
DANCE			
Choreography Unit Title: <i>Simpson & His Donkey</i>	Performance Unit Title: <i>What's That Movie?</i>	Choreography Unit Title: <i>Patterns</i>	Performance Unit Title: <i>Let's Get Ridiculous</i>
THE ARTS – YEAR FOUR			
SEMESTER 1		SEMESTER 2	
Drama – Exploring issues through Drama In this unit, students will make and respond to drama by investigating ways that issues and ideas about the world can be explored and expressed through drama.	Media – Poetry in Motion In this unit, students create a character animation to deliver an audio recording of a short, humorous poem.	Visual Arts – Patterns in the Playground In this unit, students will explore the pattern, texture and shape of their local environment. They will make, display and discuss their own and others' artworks.	
DANCE			
Choreography Unit Title: <i>Telling Stories</i>	Performance Unit Title: <i>Telling Stories</i>	Choreography Unit Title: <i>Disco Moves</i>	Performance Unit Title: <i>Teen Beach Movie B</i>
THE ARTS – YEAR FIVE			
SEMESTER 1		SEMESTER 2	
Visual Arts Say it with art- School Expectations The focus of this unit is to appreciate and understand the ideas that artists are trying to convey throughout street art- including Graffiti Art. Students will explore the street artist 'Banksy' and design their own artwork conveying their own understanding of our school expectations; Respect, Responsibility and Safety.		Drama Indigenous Perspectives – Telling Dreamtime Stories through freeze frames	
DANCE			
Choreography Unit Title: <i>Pedestrian Movement</i>		Performance Unit Title: <i>High School Musical</i>	

THE ARTS – YEAR SIX			
SEMESTER 1		SEMESTER 2	
Visual Arts Aussie Artists By the end of this unit, students understand a range of artistic styles. Student will have explored the works of a collection of Australian artists. Students will have created a portfolio of works from the Artists – Ken Done, Sydney Nolan, Sally Morgan & Alick Tipoti. Students will have reflected on both the artist style and technique and their own interpretation of the style and technique.	Media Art Green Screen: News Report	Visual Arts Manga	Drama Theatre Sportz Students participate in improvisation games in a theatre sports competition. They reflect on their own and others' improvisational skills and give an oral presentation.
DANCE			
Choreography Unit Title: <i>Site Specific Works</i>	Performance Unit Title: <i>Top 40 B</i>	Choreography Unit Title: <i>Lest We Forget</i>	Performance Unit Title: <i>Top 40 A</i>
THE ARTS – YEAR 4/5/6			
SEMESTER 1		SEMESTER 2	
Visual Arts 'Frida Kahlo and her Surrealism Movement' Year 4: Use materials, techniques and processes to explore visual conventions when making artworks Present artworks and describe how they have used visual conventions to represent their ideas Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples Year 5 and 6: Develop and apply techniques and processes when making their artworks Plan the display of artworks to enhance their meaning for an audience Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks	Media Art 'Earth and Space Sciences' Year 4: Use media technologies to create time and space through the manipulation of images, sounds and text to tell stories Plan, create and present media artworks for specific purposes with awareness of responsible media practice Identify intended purposes and meanings of media artworks, using media arts key concepts, starting with media artworks in Australia including media artworks of Aboriginal and Torres Strait Islander Peoples Year 5 and 6: Develop skills with media technologies to shape space, time, movement and lighting within images, sounds and text Plan, produce and present media artworks for specific audiences and purposes using responsible media practice Explain how the elements of media arts and story principles communicate meaning by comparing media artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander media artworks	Drama 'Social Impacts' Year 4: Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place Shape and perform dramatic action using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal and Torres Strait Islander drama Identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal and Torres Strait Islander Peoples, using the elements of drama to make comparisons Year 5 and 6 Explore dramatic action, empathy and space in improvisations, play building and scripted drama to develop characters and situations Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action 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 and engage an audience Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander drama	

LANGUAGES – PREP			
SEMESTER 1		SEMESTER 2	
A Package from Japan. In this unit, students begin to engage with the Japanese language and culture. They will explore the similarities and differences in greeting others in a variety of scenarios such as greetings in class and greeting friends and teachers.	Who am I? In this unit students will reflect on similarities and differences in verbal and non-verbal ways of greeting, introducing and describing themselves in English and Japanese.	My Mascot In this unit students will explore the Japanese concept of <i>kawaii</i> (cute) through mascots. They will begin to use vocabulary for descriptions and be exposed to a variety of different mascots. Students will also begin to notice the Japanese sound system and the effect it has on borrowed words.	Sending Greetings to Japan. In this students use language to greet, introduce and describe themselves to new Japanese friends. Students use language and gestures to exchange gifts across cultures.
LANGUAGES – YEAR ONE			
SEMESTER 1		SEMESTER 2	
Who's In My Family? In this unit, students will use Japanese to communicate information about their families. They will also compare similarities and differences between ways of referring to family members.	What's in My Lunchbox? In this unit, students will discuss different eating practices and use language to describe children's lunches in Australia and Japan.	How Do We Celebrate Special Days? In this unit, students use language to investigate the ways in which children are celebrated through special days such as birthdays and traditional festivals in Japan and Australia.	A Day Out With My Family. In this unit, students use language to describe routines and cultural practices relating to family outings.
LANGUAGES – YEAR TWO			
SEMESTER 1		SEMESTER 2	
Getting Ready For School In this unit, students use language to describe morning routines for getting ready for school in Japan and Australia.	Cute and Cool In this unit, students will explore the importance of the concept of <i>kawaii</i> (cute) for Japanese children through language used to describe clothing items	Tell Me a Story In this unit, students use language to engage with simple traditional stories.	Our Mascot's Adventure In this unit, students use language to present a story using textual features of traditional stories.
LANGUAGES – YEAR THREE			
SEMESTER 1		SEMESTER 2	
My Place Your Place In this unit, students use language to explore the concept of housing in Japan and make connections with student's own personal spaces within a home.	A Day in a Japanese School In this unit, students use language to explore the concept of school life in Japan and make connections with own school experiences.	What Builds a Good Team In this unit, students use language to explore the concept of teamwork through group activities.	Out and About In this unit, students use language to explore the concept of community and everyday community interactions.
LANGUAGES – YEAR FOUR			
SEMESTER 1		SEMESTER 2	
Amazing Spaces In this unit, students explore different regions in Japan and describe places in their own community.	How do we Celebrate? In this unit, students use language to explore the concept of celebrations and make connections with own experiences.	Mini Chef In this unit, students will explore the concept of eating practices. They will also look at ways of communicating about cuisine and sharing meals.	The Journey of the Tale In this unit, students will use language to explore the different representations of characters in traditional stories.
LANGUAGES – YEAR FIVE			
SEMESTER 1		SEMESTER 2	
Hello! Students continue to develop their knowledge and understanding of Japanese grammar. They learn simple sentence structures and vocabulary necessary to communicate basic information about themselves in Japanese. They begin to understand that Japanese is a scripted language.	Who Am I? Students continue to develop their knowledge and understanding of Japanese grammar. The focus of this unit is on physical descriptions and hobbies. They expand their vocabulary, and begin to identify some differences between English and Japanese sentence structures. They begin to experiment with a wider range of script.	My Family is Awesome! This unit reinforces concepts learnt in previous units, and extends and advances these concepts, including numbers, counters, and cultural language use. Students learn how to talk about other people, and are exposed to the concepts of humble and polite language. They continue to advance their understanding of Japanese script.	Do You have a Pet Elephant? Students review the content previously learnt and apply this to animals. They gain greater understanding of the use of counters and previously learnt structures including descriptions. They begin to experiment with applying previously learnt structures in more creative ways to communicate meaning.

LANGUAGES – YEAR SIX			
SEMESTER 1		SEMESTER 2	
<p>Happy Days! Students begin to develop concepts of time and learn more complex ways to communicate information about hobbies and leisure. They learn to describe when they perform particular activities during the week. They continue to make comparisons between Japanese and English grammar. They further develop their understanding of the Japanese writing system, and the interrelationship of the three scripts. Students have the opportunity to revise/consolidate Year 5 content.</p>	<p>Time For Bed Students continue to develop concepts of time and begin to use more complex language to express these concepts. They develop an understanding of some cultural concepts associated with daily life in Japan, and compare their daily lives with those of a typical Japanese student their own age. They reflect on the role that language plays in expressing culture.</p>	<p>Where is the Bathroom? Students learn expressions related to the home. They learn how to describe their home, and compare traditional Western style homes with Japanese style homes. They learn vocabulary and grammar associated with direction and location. They experiment with a wider range of sentence structures and vocabulary.</p>	<p>Iron Chef Students will reflect on the difference and similarities between Australian and Japanese food. They will explore menus and the use of katakana on them. Students will explore the use of borrowed words in the Japanese language. They will explore the both formal and informal communication when offering and receiving food.</p>