




Eatons Hill State School, 2023: Plan for *Provision of whole curriculum*

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	Visual Arts	Music	Languages	
Prep	Sem 1																				
	Sem 2																				
1	Sem 1																				
	Sem 2																				
2	Sem 1																				
	Sem 2																				
3	Sem 1																				
	Sem 2																				
4	Sem 1																				
	Sem 2																				
5	Sem 1																				
	Sem 2																				
6	Sem 1																				
	Sem 2																				

 No achievement standard or content available at this year or band

Intended Curriculum

At **Eatons Hill State School** we implement (plan, teach, assess and report) on the:

Australian Curriculum Prep to Year 6 [F-10 curriculum | The Australian Curriculum](#)

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

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

- Health and Physical Education
- Languages (Japanese)
- Music
- Dance

Our teachers engage in a rigorous planning and moderation process each term to develop a shared understanding of the alignment between the curriculum intent, assessment, teaching and learning sequence and reporting. We use the '**Before, Throughout, After, After, End Model**' for our Moderation Practices.

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: Exploring characters in stories	Unit 2: Creating procedural texts	Unit 3: Engaging with poetry	Unit 4: Information Report	Unit 5: Retelling cultural stories	
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 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 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 procedural texts	Unit 3: Exploring informative text	Unit 4: 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.	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	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 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: Information Report	Unit 3: Exploring procedures.	Unit 4: Engage with poetry
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.	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.	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.
ENGLISH YEAR FOUR			
SEMESTER 1		SEMESTER 2	
Unit 1: Examining humour in poetry	Unit 2: Movie Review	Unit 3: Information Report	Unit 4: Investigating author's language in a familiar narrative
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 explain how language features, images and vocabulary are used to engage the interest of audiences. They express preferences for particular types of texts, and respond to others' viewpoints. Students create texts that show understanding of how images and detail can be used to extend key ideas.	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 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.
ENGLISH YEAR FIVE			
SEMESTER 1		SEMESTER 2	
Unit 1: Examining media texts	Unit 2: Creating Characters	Unit 3: Responding to poetry	Unit 4: Exploring narrative through novels
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 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 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	Examining 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.	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.

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> <ul style="list-style-type: none"> Students: partition numbers using place value. carry out simple additions using counting strategies. work through the phases of Mental Computation. <p>Measurement and Geometry</p> <p>Students:</p> <ul style="list-style-type: none"> order objects based on length using informal units. use the language of direction to move from place to place. <p>Problem Solving</p> <p>Strategies explicitly taught over a 3 week cycle:</p> <ul style="list-style-type: none"> Draw a picture or diagram Act it out Part-Part-Whole 	<p>Number & Algebra</p> <p>Students:</p> <ul style="list-style-type: none"> recognise, model, write and order numbers to 20. identify representations of one half. work through the phases of Mental Computation. <p>Measurement and Geometry</p> <ul style="list-style-type: none"> Students describe two and three-dimensional shapes and objects. <p>Problem Solving</p> <p>Strategies explicitly taught over a 3 week cycle:</p> <ul style="list-style-type: none"> Draw a picture or diagram Act it out Part-Part-Whole 	<p>Number & Algebra</p> <p>Students:</p> <ul style="list-style-type: none"> 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>Measurement and Geometry</p> <p>Students:</p> <ul style="list-style-type: none"> order objects based on capacity using informal units. tell time to the half-hour. explain time durations. <p>Problem Solving</p> <p>Strategies explicitly taught over a 3 week cycle:</p> <p>Draw a picture or diagram, Act it out, Part-Part-Whole</p>	<p>Number & Algebra</p> <p>Students:</p> <ul style="list-style-type: none"> carry out simple subtractions using counting strategies. work through the phases of Mental Computation. <p>Statistics and Probability</p> <p>Students:</p> <ul style="list-style-type: none"> classify outcomes of simple familiar events. collect data by asking questions. describe data displays. draw simple data displays. make simple inferences. <p>Problem Solving</p> <p>Strategies explicitly taught over a 3 week cycle:</p> <ul style="list-style-type: none"> Draw a picture or diagram Act it out Part-Part-Whole

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

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.

Chance

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

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

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

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.

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.

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

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

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

Number and place value

- Addition and Subtraction number facts that bridge ten
 - Examine the inverse relationship between addition and subtraction
 - Use known strategies to recall addition facts:
 - Use counting
 - Use doubles
 - Use ten
 - Use a rule
 - Think addition (for subtraction)
 - Identifying compatible numbers
 - Add and subtract from a multiple of ten
 - Add and subtract two-digit numbers
 - Add three-digit multiples of ten (split and jump strategies)
 - Represent and solve addition and subtraction word problems
 - Describe number patterns and identify addition pattern sequences
- #### Interpret Simple Maps
- Investigate and Interpret simple maps of familiar locations
 - Identify the relative positions of key features.

MATHEMATICS - YEAR THREE**SEMESTER 1****SEMESTER 2**

<p>Telling Time</p> <p>In this unit students to the nearest minute. They can represent time to the minute on digital and analogue clocks. Students can transfer knowledge of time to real-life context</p> <p>Making Three-dimensional models and recognising angles</p> <p>In this unit students identify, describe and sort the features of familiar three-dimensional objects. They make models of 3D objects. Students identify & construct angles with materials compare the size of familiar angles.</p>	<p>Adding & subtracting</p> <p>In this unit students recalled addition and subtraction facts and recognise the connection between addition and subtraction</p> <p>Conduct a chance and data investigation</p> <p>In this unit students conduct a range of chance experiments They describe the outcomes of chance experiments and identify variations in the results of chance experiments. Students collect, record, display and interpret simple data</p> <p>They identify questions of interest based on categorical variables.</p> <p>Money</p> <p>In this unit students represent money amounts in different ways. They count collections of coins and notes accurately and efficiently, calculate change and simple totals. Students solve a range of simple money problems.</p>	<p>Patterns and problem solving</p> <p>In this unit students use number properties to continue number patterns. They identify pattern rules to find missing elements in patterns. Students classify numbers as either odd or even.</p> <p>Measurement</p> <p>In this unit students use metric units to measure and compare length, mass and capacity. They use familiar metric units to order & compare objects and explain measurement choices.</p>	<p>Fractions and Multiplication</p> <p>In this unit students recall multiplication facts for single-digit numbers, solve problems using efficient strategies for multiplication, and model and represent unit fractions. They represent halves, quarters and eighths of shapes and collections. Students solve simple problems involving halves, thirds, quarters and eighths</p> <p>Grid maps and symmetry</p> <p>In this unit students match positions on maps with given information, and identify symmetry in the environment. They show full, half & quarter turns on a grid map. Students describe positions in relation to key features. Students classify shapes as symmetrical and non- symmetrical.</p> <p>Place Value: 10 000</p> <p>In this unit students demonstrate an understanding of numbers up to 10 000. Students will classify numbers as either odd or even. They count in sequences beyond 1000. Students represent, combine and partition 4-digit numbers flexibly.</p>
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MATHEMATICS - YEAR FOUR			
SEMESTER 1		SEMESTER 2	
<p>Why is it odd? In this unit students use the properties of numbers to continue patterns. Students make generalisation about adding, subtracting, multiplying & dividing odd & even numbers</p> <p>Sizzling Symmetry & Radical Right Angles In this unit students explore and create symmetrical shapes and patterns. They investigate properties of polygons, quadrilaterals and tangrams. Students investigate different types of symmetry, analyse & create symmetrical designs. Students identify, construct and mark angles not equal to a right angle.</p> <p>What are the Chances? In this unit students describe probabilities of everyday events and compare dependent & independent events.</p>	<p>Abundant Numbers In this unit students recall multiplication facts and utilise appropriate strategies to solve problems involving multiplication and division. They explore number patterns involving multiplication. They identify and explain strategies for finding unknown quantities in number sentences.</p> <p>Time In this unit students explore and use appropriate language to communicate times. They use am and pm notation while solving simple time problems. They compare time durations & use instruments to accurately measure.</p> <p>Gnome Land Your class has been asked to complete a number of maths tasks where you need to interpret information contained in a map of Gnome Land and give directions to locations on the map using mathematical language of mapping conventions.</p>	<p>Fraction Fit In this unit students investigate and represent equivalent fractions in a variety of ways. They count & represent fractions on number lines & using a range of models. Students identify, model & represent equivalent fractions.</p> <p>Marvellous Measurement In this unit students have been investigating and representing the areas of regular and irregular shapes using informal units. They have used scaled instruments to measure temperature, length, shape, volume and objects.</p> <p>Solving Purchasing Problems In this unit students solve problems involving purchases. They explore strategies to calculate change to the nearest 5 cents.</p>	<p>Connecting Fractions and Decimals In this unit students will make connections between fractions and decimals to hundredths. They count & identify equivalent fractions. Students model and represent decimals and fractions.</p> <p>Data Analysers In this unit students investigate, collect, record and represent data in a variety of ways. They write questions to collect data and interpret data that they and others have collected. Students communicate information using graphical displays and evaluate the appropriateness of different displays.</p>

MATHEMATICS - YEAR FIVE
SEMESTER 1
SEMESTER 2
Digging into data

In this unit students explore methods of data representations to construct & interpret data displays. They design data-collection questions & tools Students interpret data to draw a conclusion.

Fantastic factors and magnificent multiples

In this unit students identify and describe factors and multiples of whole numbers. They make connections between factors & multiples.

Year 5's Great garden

In this unit students choose appropriate units of measurement for length, area, volume, capacity and mass. Students will calculate perimeter and area of rectangles. They estimate & measure the perimeters of rectangles. Students solve problems & use reasoning when applying measurement to answer a question

What is the chance of that?

In this unit students describe chance experiments involving equally likely outcomes and represent those outcomes on a continuum. They represent probabilities of outcomes using fractions. Students conduct a chance experiment & investigate the fairness of a game.

Calculating Time

In this unit students read & represent 24-hour time. They convert between 12 & 24hour time.

Fractions

In this unit students will locate, represent, compare and order fractions and add and subtract fractions with the same denominator. They use models to represent fractions. Students solve problems using unit fractions. They represent, compare & order decimals.

Multiplicative reasoning

In this unit students solve multiplication and division problems by efficiently and accurately applying a range of strategies. They check the reasonableness of answers using estimation and rounding.

Generation geometry

In this unit students measure and construct angles, make connections between three-dimensional objects and their two-dimensional representations. They describe and create the symmetry and transformation of two-dimensional shapes, and identify line and rotational symmetry.

Student construct angles using a protractor. They use a grid to describe locations on maps and describe positions using landmarks & directional language.

Money & Simple Budgets

In this unite students apply a range of computation strategies to solve money problems and to plan and calculate simple budgets. They calculate with money and investigate income & expenditure

MATHEMATICS - YEAR SIX
SEMESTER 1
Rodeo Round-up

In this unit students will interpret and use timetables and cost information, to determine a travel schedule.

Integers, Cartesian plane & transformations

In this unit students describe the use of integers in everyday contexts. They locate, compare and order positive and negative integers on a number line. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They apply translations, reflections and rotations to create symmetrical shapes. Students describe combinations of translations, reflections and rotations.

Number properties & percentage discounts

In this unit students recognise the properties of prime, composite, square and triangular numbers. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. Students will calculate common percentage discounts on sale.

Splendid Spinner and Dazzling Data

In this unit students apply knowledge of chance events, express probabilities as a fraction, decimal and percentage and to compare expected and observed frequencies. They interpret, compare and analyse data displays to make reasoned decisions.

Students investigate the purpose and similarities & differences between data displays. They identify the difference between categorical and numerical data. Students identify how displays can be misleading.

SEMESTER 2
Order of operations

In this unit students writes correct number sentences using brackets and order of operations. They solve problems involving all four operations with whole numbers. Students select and apply mental and written strategies to problems involving all four operations. solve problems using the order of operations.

Investigating angles

In this unit students make generalisations about angles on a straight line, angles at a point and vertically opposite angles, and use these generalisations to find unknown angles. They measure angles and apply generalisations about angles in real-life contexts.

3D shape investigation

In this unit students will problem solve and reason to create nets and construct models of simple prisms and pyramids.

Fractions and decimals

In this unit students will locate fractions on a number line, solve problems involving the addition and subtraction of related fractions, calculate a simple fraction of a quantity and describe rules for sequences involving fractions and decimals. They will perform calculations on decimals including multiplying and dividing by powers of 10. Students will make connections between volume and capacity. They will convert between units of measure.

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>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>	<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>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>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>
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>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>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>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>Earth's Changing Surface</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.</p>	<p>Fantastic 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.</p>	<p>Endangered Island</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. They identify when science is used to understand the effect of their own and others' actions.</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 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.</p>
SCIENCE– YEAR FIVE			
SEMESTER 1		SEMESTER 2	
<p>Adaptations: 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>	<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>Space: 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>
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>

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. <p><i>Excursion: Bunyville (Term 4)</i></p>
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><i>Excursion: Samford Museum (Term 2)</i></p>	<p style="text-align: center;">My Changing World.</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;">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. 		<p>Democracy</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> describe the importance of making decisions democratically explain the role of rules in their community suggest individual action in response to an issue or challenge share their views on an issue 	<p style="text-align: center;">Our Unique Communities</p> <p>Inquiry questions : <i>How do people contribute to their unique communities?</i> <i>Why would different people have different points of view?</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.
HASS– YEAR FOUR			
SEMESTER 1		SEMESTER 2	
<p>Where do we belong? (Civics)</p> <p>Explore the difference between rules and laws. Investigate belonging to different groups and how that shapes our identity. How people, places and environments interact, past and present. In this unit, students will:</p> <ul style="list-style-type: none"> Investigate the differences between ‘rules’ and ‘laws’, why laws are important and how they affect the lives of people, including experiences of Aboriginal and Torres Strait Islander Peoples Explore The different cultural, religious and/or social groups to which they and others in the community belong 	<p>Ship Wrecked! (Geography)</p> <p>Investigate the location of a ship wrecked crew through the location of places and their characteristics, including climate, vegetation and cartographic conventions. In this unit, students will:</p> <ul style="list-style-type: none"> Explore the main characteristics of the continents of Africa and South America and the location of their major countries in relation to Australia Investigate the importance of environments, including natural vegetation, to animals and people 	<p>First Contacts (History)</p> <p>Investigate world explorers. Investigate the first contacts with Aboriginal and Torres Strait Islander peoples. Inquiry questions: <i>How people, places and environments interact, past and present.</i></p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> explore the diversity of Australia’s first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) investigate the journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts investigate stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival identify the nature of contact between Aboriginal and Torres Strait Islander Peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, people and environments. 	<p>Sustainability</p> <p>Explore natural and processed materials. Investigate sustainability and waste management in the local community. Inquiry questions: <i>How can people use environments more sustainably?</i> <i>How people, places and environments interact, past and present.</i></p> <p>In this unit, students will:</p> <ul style="list-style-type: none"> Examine the custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability Investigate the use and management of natural resources and waste, and the different views on how to do this sustainably

HASS– YEAR FIVE			
SEMESTER 1		SEMESTER 2	
<p>Acclimatised Civilisations – Inquiry Project A Geography inquiry investigation for students to research a civilisation and how they adapted to their environment and landscape. The influence of people on the environmental in Europe and North America and the location of their major countries in relation to Australia</p>	<p>Managing Australian Communities Students will:</p> <ul style="list-style-type: none"> explore principles involved in minimising the harmful effect of natural disasters interpret data to evaluate the ways citizens respond to an Australian natural hazard <p>propose ways in which citizens can respond to natural hazards and describe the possible effects of actions</p>	<p>Australia Through the 1800's: Integrated Unit 1 History and Economics Inquiry <i>In this unit students will engage and investigate the following inquiry questions:</i></p> <ol style="list-style-type: none"> 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? How did the Gold Rush era shape Australian colonies? Why do choices need to be made about how limited resources are used? What were the needs and wants of people in Australia's past and how do they compare present and future needs and wants? <p><i>Purpose: To understand the political, social and capital reasons the colony of Australia developed in the 1800's and to investigate the impact of the Gold Rush on an Australian colony and the people who lived within.</i></p>	<p>Participating in Australian communities Students will:</p> <ul style="list-style-type: none"> describe the roles of different people in Australia's legal system identify the importance of values to Australia's democracy identify the importance of processes to Australia's democracy. work with others to generate alternative responses to an issue or challenge. describe different views on how to respond to an issue or challenge present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions. <p>Inquiry Focus Questions</p> <ol style="list-style-type: none"> 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? Why do I have to make choices as a consumer? What influences the decisions I make? What can I do to make informed decisions?
HASS– YEAR SIX			
SEMESTER 1		SEMESTER 2	
<p>Australia in the Past 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 Inquiry questions: <i>What does it mean to be an Australian citizen? How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?</i></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 examine continuities and changes in the experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, women and children investigate stories of groups of people who migrated to Australia since Federation sequence information about events and represent time by creating timelines present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials 	<p>Australia in a Diverse World & Australia's Global Connections Inquiry questions: <i>How do places, people and cultures differ across the world? 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. 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.

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>
<p>“Let’s get moving”</p> <p>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.</p>	<p>“Catch that bean”</p> <p>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.</p>	<p>“Who wants to play”</p> <p>Develop the fundamental movement skills of running, hopping, jumping and galloping through active participation in activities, games and movement challenges.</p>	<p>“Animal Groove”</p> <p>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.</p>
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. 	
<p>“Playing with balls”</p> <p>Students develop the object-control skills of rolling, catching, pat bouncing and throwing through active participation in activities, games and movement challenges. They also apply rules and fair play practices.</p>	<p>“I’m a balliever”</p> <p>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.</p>	<p>“Catch me if you can”</p> <p>Participate in simple tagging games which incorporate fundamental movement skills. Propose a range of alternatives and test their effectiveness to solve movement challenges.</p>	<p>“Equipped to move”</p> <p>Explore movement in response to the environment (levels). Create and perform a sequence of movement that incorporates equipment (ball, hoop).</p>
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>	
<p>“Gymnastics”</p> <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.</p>	<p>“Locomotion”</p> <p>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.</p>	<p>“Ropes and rhymes - Skipping”</p> <p>Students perform long-rope skipping sequences to rhymes. They identify how their heart reacts to skipping. Create and participate in games and challenges that combine music and skipping ropes.</p>	<p>“What’s your target?”</p> <p>Students demonstrate fundamental movement skills (instep pass, punt kick and one hand strike) and test alternatives to solve movement challenges (to reach their targets). Perform the object control skills of kicking and striking while participating in minor games and team challenges.</p>

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.	
“Scoot Scoot” Students demonstrate fundamental movement skills (instep pass, punt kick and one hand strike) and test alternatives to solve movement challenges (to reach their targets). Develop and practise scooter board riding skills through various activities and challenges.	“Take your marks, get set, play” Students develop the fundamental movement skills of running, jumping and throwing. They practise and refine these skills in individually based activities. Students apply these skills in simple games and group challenges by refining movement concepts and strategies. They also explore the benefits of physical activity to health and wellbeing.	“Having a ball” (Newcombe ball) Students refine the fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching and transfer them to a range of movement situations. They develop understanding of net game movement concepts and strategies and apply these to solve the offence and defence challenges faced during games of Fast 4 Newcombe. They also apply strategies for working cooperatively and apply rules fairly.	“Pump it!” (tennis) Students create and perform movement sequences using fundamental movement skills and the elements of movement. 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	
Personal, Social and Community Health. 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.	
“Bat catch, how’s that” (Cricket) Develop and apply overarm throwing and object control skills (with small balls) to participate in various striking and fielding games. Apply rules fairly.	“Athletic sceptical” Students create an athletic-themed sequence using fundamental movement skills and elements of movement. Combine fundamental movement skills to perform athletic sequences of running, jumping and throwing.	“Let me entertain you” Practise and refine fundamental movement skills to perform balancing and juggling. Work cooperatively.	“Super stars” (long rope skipping) 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.
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.	
“Play to rhythm” Develop specialised football skills and create and perform a sequence of these skills.	“Athletics” Develop specialised movement skills and explore the benefits of flexibility within the context of athletics.	“Tchouk Ball” Develop the specialised movement skills identified in the game of modified European handball.	“Built for B Ball” Explain the fitness components related to basketball. Develop specialised movement skills related to the game of basketball.
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.	

<p>“Fitness Fun” Develop specialised movement skills within different fitness contexts. Participate in physical activities focused on athletics (running, jumping and throwing) designed to enhance fitness.</p>	<p>“Athletics” 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.</p>	<p>“All codes football” Develop fundamental movement skills involved in touch and ultimate football.</p>	<p>“Over the net” Demonstrate specialised movement skills and concepts related to tennis.</p>
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TECHNOLOGIES – PREP	
SEMESTER 1	SEMESTER 2
<p>Design Technologies –Grow, grow, grow (Term 2)</p> <p>Food and fibre production; Food specialisations In this unit, students explore how plants and animals are grown for food, clothing and shelter, and how food is selected and prepared for healthy eating. They examine how farms meet peoples’ needs. They design solutions for problems on a farm to produce food and follow steps to make a healthy snack</p>	
TECHNOLOGIES – YEAR ONE	
SEMESTER 1	SEMESTER 2
<p>Design Technologies – Links with Science Unit: Material Madness (Term 2) 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.</p>	<p>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.</p>
TECHNOLOGIES – YEAR TWO	
SEMESTER 1	SEMESTER 2
<p>Digital Technologies Cyber safety & Computers – Handy Helpers In this unit students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They will: • recognise and explore how digital and information systems are used for particular purposes in daily life • collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning • describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts • develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps, and hiding unnecessary information when solving simple problems • work independently and with others to create and organise ideas and information, and share these with known people in safe online environments.</p>	<p>Design and Technologies Design a lunchbox Students explore the properties of different materials and work through the design process to create a functioning lunchbox.</p>
TECHNOLOGIES – YEAR THREE	
SEMESTER 1	SEMESTER 2
<p>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. They will:</p> <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 • explain how their solutions and information systems, such as learning software, meet personal, school and community needs 	<p>Design and Technology</p> <p>Design task – Repurpose It! 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:</p> <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

	<ul style="list-style-type: none"> 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
Design Technology – Shipwrecked ! In this unit students will follow design process to create a mode of transport to escape their ship wrecked location. <ul style="list-style-type: none"> identify simple problems and needs Follow design process to create solutions Reflect and improve on innovations 	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
TECHNOLOGIES – YEAR FIVE	
SEMESTER 1	SEMESTER 2
Design Technologies Wildlife Design - To design and make a product that supports wildlife to coexist with humans in the school environment.	DIGITAL Technologies Students explore visual programming that incorporates branching, repetition and user input.
TECHNOLOGIES – YEAR SIX	
SEMESTER 1	SEMESTER 2
Digital Technology: Binary Numbers & Network Systems 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. 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 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. 	Design Technologies: Cambodian Connection Integrated Unit Link with HASS and English Plan and review a product design to meet the needs of the Cambodian people.

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.	
DANCE			
Choreography Unit Title: <i>Let's Get Moving</i>	Choreography & Performance Unit Title: <i>Trolls/Baby Business</i>	Choreography Unit Title: <i>Going On A Bear Hunt</i>	Performance Unit Title: <i>Christmas Concert</i>
MUSIC			
UNIT: Let's Sing and Play Together In this unit, students explore rhymes and songs as stimulus for music making and responding. Assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> • communicate about the music they listen to, make and perform, and where and why people make music • improvise, compose, and arrange music • perform music, demonstrating aural skills by staying in tune and keeping in time when they sing and play 			
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.		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			
Performance Unit Title: <i>Lego</i>	Choreography Unit Title: <i>The Very Hungry Caterpillar</i>	Choreography Unit Title: <i>Dancing Characters</i>	Performance Unit Title: <i>Holidays/Big Fish Little Fish</i>
MUSIC			
Unit: Magic Singing Chair In this unit, students explore a range of songs, rhymes and chants based on the theme of Earth's resources and how they can be used and managed. Assessment will gather evidence of the student's ability to: <ol style="list-style-type: none"> 1. perform music, demonstrating aural skills by staying in tune and keeping in time when they sing and play 2. improvise, compose and arrange music 3. communicate about the music they listen to, make and perform and where and why people make music. 		UNIT: Paddle Pop Rhythms - "Musical Stories" In this unit, students make and respond to music by exploring the ways that music can evoke stories, including soundscapes and sound stories, program music and lyric stories Assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> • improvise, compose and arrange music • perform music, demonstrating aural skills by staying in tune and keeping in time when they sing and play • communicate about the music they listen to, make and perform and where and why people make music 	

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: Students explore ideas and learn about composition, sound and technologies to construct stories and advertisements.	
DANCE			
Performance Unit Title: <i>80's MegaMix</i>	Choreography Unit Title: <i>Dancing Seasons</i>	Choreography Unit Title: <i>Shape Dance</i>	Performance Unit Title: <i>Keep On Moving</i>
MUSIC			
UNIT: Music in our New World In this unit, students explore fiction and non-fiction books and everyday texts as stimulus for music making and responding. Assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> improvise, compose, arrange and perform music demonstrate aural skills by staying in tune and keeping in time when they sing and play communicate about the music they listen to, make and perform and where and why people make music. 		UNIT: Different Places In this unit, students explore a range of songs, rhymes and chants based on the theme of different places including their personal, familiar world; people and places far away; weather, seasons, landscapes and the built environment as stimulus for music making and responding. Assessment will gather evidence of the student's ability to: <ol style="list-style-type: none"> improvise, compose, arrange and perform music demonstrate aural skills by staying in tune and keeping in time when they sing and play communicate about the music they listen to, make and perform, and where and why people make music. 	
THE ARTS – YEAR THREE			
SEMESTER 1		SEMESTER 2	
Visual Arts: Art Through the Ages In this unit, students will engage in learning experiences in explaining and demonstrating Art Basics. They explore ideas and practices used by; <ul style="list-style-type: none"> Indigenous artists Renaissance Art Impressionism identifying the intended purposes and meanings of symbols used producing artworks reflecting the topic.		Drama: Country/Place 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			
Performance Unit Title: <i>What's That Movie?</i>	Choreography Unit Title: <i>Simpson & His Donkey</i>	Choreography Unit Title: <i>Patterns</i>	Performance Unit Title: <i>Let's Get Ridiculous</i>
MUSIC			
UNIT: Let's Celebrate, let's remember In this unit, students make music and respond to music exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world. Assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> collaborate to improvise compose and arrange sound, silence, tempo and volume in music that communicates ideas perform music, demonstrating aural skills by singing and playing instruments with accurate pitch, rhythm and expression describe and discuss similarities and differences between music they listen to, compose and perform discuss how they and others use the elements of music in performance and composition. 		UNIT: Canon Capers Students will: <ul style="list-style-type: none"> develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in celebratory and commemorative songs practise singing, playing instruments and improvising celebratory music such as that used for birthdays, sporting events and anniversaries using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community create, perform and record compositions suitable for celebrations by selecting and organising sounds, silence, tempo and volume identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal peoples and Torres Strait Islander peoples 	

THE ARTS – YEAR FOUR			
SEMESTER 1		SEMESTER 2	
Media – Poetry in Motion In this unit, students create a character animation to deliver a multimodal recording.		Visual Arts – Art through History In this unit, students will be learning about different art styles and artists throughout history. They have studied the various techniques used by the artists during these periods. They will make, display and discuss their own and others' artworks.	
DANCE			
Performance Unit Title: <i>Telling Stories</i>	Choreography Unit Title: <i>Telling Stories</i>	Choreography Unit Title: <i>Disco Moves</i>	Performance Unit Title: <i>Descendants</i>
MUSIC			
UNIT: Musical characters and actions In this unit, students make and respond to music by exploring the ways that characters from film, television and media are portrayed musically. This includes theme songs, sound effects and soundscapes that represent characters from television, film and media. Assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas describe and discuss similarities and differences between music they listen to, compose and perform discuss how they and others use the elements of music in performance and composition. 		UNIT: Songs of Australia In this unit, students make and respond to music exploring songs of Aboriginal peoples and Torres Strait Islander peoples, and songs since the arrival of the First Fleet in Australia. Assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression describe and discuss similarities and differences between music they listen to, compose and perform discuss how they and others use the elements of music in performance and composition. 	
THE ARTS – YEAR FIVE			
SEMESTER 1		SEMESTER 2	
Visual Arts Students use visual conventions and visual arts practices to express a personal view in their artworks. They demonstrate different techniques and processes in planning and making artworks. They describe how the display of artworks enhances meaning for an audience.		Drama/ Media Students work collaboratively to plan and perform dramatisations for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting.	
DANCE			
Performance Unit Title: <i>Michael Jackson Tribute</i>	Choreography Unit Title: <i>Pedestrian Movement</i>	Choreography Unit Title: <i>Opening Ceremonies or Dance Landscapes TBC</i>	Performance Unit Title: <i>High School Musical</i>
MUSIC			
UNIT: Rhythmic riot In this unit, students make and respond to music by exploring the concept of ostinato — a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music. Assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing with accurate pitch, rhythm and expression when in performances for audiences use rhythm, pitch, form and symbols and terminology to compose music explain how the elements of music communicate meaning in the music they listen to, compose and perform describe how music making is influenced by music and performances from different cultures, times and places 		UNIT: Obwisana Students will: <ul style="list-style-type: none"> explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns of music from different cultures such as Japan, Korea, India, Indonesia and China develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music from different cultures rehearse and perform music from different cultures, including music they have composed, by improvising, sourcing and arranging ideas and making decisions to engage an audience. 	

THE ARTS – YEAR SIX			
SEMESTER 1		SEMESTER 2	
Media Art Green Screen: News Report Students: <ul style="list-style-type: none"> develop their use of structure, intent, character and settings by incorporating points of view and genre conventions in their compositions extend their understanding and use of time, space, sound, movement, lighting and technologies explore meaning and interpretation, and forms and elements including structure, intent, character and settings as they make and respond to media artworks 		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.	
DANCE			
Performance Unit Title: <i>Top 40 A</i>	Choreography Unit Title: <i>Site Specific Works</i>	Choreography Unit Title: <i>Lest We Forget</i>	Performance Unit Title: <i>Top 40 B</i>
MUSIC			
UNIT: Around the World with Music In this unit, students make and respond to music exploring the music-making of other cultures through their music journal. Assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> sing and play music in different styles, demonstrating aural, technical and expressive skills with accurate pitch, rhythm and expression when singing and playing music use rhythm, pitch, form, symbols and terminology to compose and perform music explain how the elements of music communicate meaning in the music they listen to, compose and perform describe how music making is influenced by music and performances from different cultures, times and places. 		UNIT: Going to the Movies In this unit, students make and respond to music exploring pieces of music that tell a story, and music that appears in film. Assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> use rhythm, pitch, form and symbols and terminology to compose music sing and play music in different styles, demonstrating aural, technical and expressive skills with accurate pitch, rhythm and expression in performances for audiences explain how the elements of music communicate meaning in the music they listen to, compose and perform describe how their music making is influenced by music and performances from different cultures, times and places 	

LANGUAGES – PREP			
SEMESTER 1		SEMESTER 2	
<p><u>Hello! – A Package from Japan.</u></p> <p>Students begin their studies of Japanese, and begin to experience speaking and interacting in another language.</p> <p>They learn simple greetings and vocabulary necessary to interact within the classroom e.g. class roll call, use of titles such as “sensei”, “chan”, “kun”, “san” etc.</p> <p>They begin to understand that Japanese is a scripted language.</p>	<p><u>Self-introduction – Who am I?</u></p> <p>Students continue to develop their knowledge and understanding of Japanese grammar.</p> <p>The focus of this unit is on self-introductions, using a simplified version of formulaic language and vocabulary to communicate basic information about themselves in Japanese. They learn numbers (as ages) from 1-10.</p> <p>They expand their vocabulary and learn a simple way to say “please” and “thank you”. They begin to identify some differences between English and Japanese sentence structures.</p> <p>They begin to connect kana symbols with sounds.</p>	<p><u>My Mascot</u></p> <p>This unit reinforces concepts learnt in previous units, and extends and advances these concepts and cultural language use.</p> <p>Students learn how to describe a character/mascot using body parts and adjectives such as colours and sizes.</p> <p>They continue to advance their understanding of Japanese scripts.</p>	<p><u>Sending greetings to Japan</u></p> <p>Students review the content previously learnt.</p> <p>They gain greater understanding of giving and receiving gifts in Japan.</p> <p>They learn more about the socio-cultural aspects of gift-giving in Japan, such as gift-wrapping and appropriate gestures needed etc.</p> <p>They learn more about the concept of “borrowed words” and continue their exploration of the Japanese scripts.</p>
LANGUAGES – YEAR ONE			
SEMESTER 1		SEMESTER 2	
<p><u>Who's In My Family?</u></p> <p>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. They continue to make comparisons between Japanese and English grammar.</p> <p>They further develop their understanding of the Japanese writing system, and the interrelationship of the three scripts.</p>	<p><u>What's in my lunch box</u></p> <p>Students learn how to discuss what is in their lunch box using food words. They learn shapes (such as round, triangular and square) and some descriptive words. Students revise colours.</p> <p>Students learn how to say what they like and do not like in relation to foods.</p> <p>They develop an understanding of some cultural concepts associated with foods/meals in Japan, and compare their lives with those of a typical Japanese student their own age.</p> <p>They reflect on the role that language plays in expressing culture in relation to obento (lunch boxes) and food. They learn more about shared words.</p>	<p><u>How do we celebrate special days?</u></p> <p>Students learn expressions related to the home.</p> <p>They learn how to participate in action songs</p> <p>They learn vocabulary and grammar associated with action songs e.g. left, right etc.</p> <p>They learn more about celebration of special days in Japan.</p> <p>They experiment with a wider range of sentence structures and vocabulary.</p> <p>They make comparisons between customs in Australia and Japan</p>	<p><u>A day out with my family</u></p> <p>Students begin to apply their language knowledge in new situations and contexts.</p> <p>They learn about favourite location words e.g. park, hot springs, ocean/beach, grandmother's house etc.</p> <p>They learn how to name places and learn a simple descriptive sentence using adjectives such as “fun”, “pretty” etc.</p> <p>They reflect on differences between their own towns/properties and typical Japanese cities and towns, including the use of space, functions and uses of buildings and facilities in Japan and Australia.</p> <p>They discuss modes of transport and learn the names of vehicles.</p>
LANGUAGES – YEAR TWO			
SEMESTER 1		SEMESTER 2	
<p><u>Getting ready for School</u></p> <p>Students investigate language associated with school and students carry in a school bag.</p> <p>They consolidate language learned from previous units related to daily routine in the new context of school.</p> <p>They continue to investigate the three Japanese scripts and how they are used.</p> <p>They reflect on differences between their own school life and that of a typical Japanese student.</p> <p>They compare the Australian and Japanese school systems, and begin to understand the importance of hierarchy in Japanese culture.</p>	<p><u>Cool and cute (clothing)</u></p> <p>Students investigate seasonal clothing worn in Japan and socio-cultural information relating to clothing.</p> <p>They learn about “borrowed words” for clothing and extend their Japanese vocabulary.</p> <p>They learn the words for the seasons and compare them to the seasons in Australia.</p> <p>They begin to understand more about the differences between the three Japanese scripts.</p> <p>They revise colours and sizes and use them in a new context in relation to clothing.</p>	<p><u>Tell me a story</u></p> <p>Students investigate traditional stories from Japan.</p> <p>They learn more about <i>Momotarou</i> and Japanese culture.</p> <p>Students listen to the stories <i>Momotarou</i> and <i>Issunboshi</i></p>	<p><u>Our Mascot's Adventure</u></p> <p>Students listen to and view an eBook about a mascot's adventure.</p> <p>They discuss the characters in a story.</p> <p>They learn how to use patterns to write sentences.</p>

LANGUAGES – YEAR THREE			
SEMESTER 1		SEMESTER 2	
<p><u>My Place Your Place</u> Students use language to explore the concept of housing in Japan and make connections with own experiences. Students will:</p> <ul style="list-style-type: none"> share information about aspects of their personal spaces (such as their bedroom) engage with a range of texts about housing in Japan use a range of language to discuss and describe aspects of housing analyse and understand the systems of language relating to pronunciation and script recognition participate in intercultural experiences to notice, compare and reflect on language and culture associated with Japanese homes. 	<p><u>A Day in a Japanese School</u> Students use language to explore the concept of school life in Japan and make connections with own school experiences. Students will:</p> <ul style="list-style-type: none"> engage with a range of texts about school experiences in Japan use a range of language to discuss school experiences analyse and understand the systems of language relating to script recognition participate in intercultural experiences to notice, compare and reflect on language and culture associated with school experiences. 	<p><u>What Builds a Good Team?</u> Students use language to explore the concept of teamwork through group activities. Students will:</p> <ul style="list-style-type: none"> engage with a range of texts about team games played on sports days in Japan use a range of language to participate appropriately in group activities involving teamwork compare types of games and language used in games in Japan and Australia analyse and understand the systems of language relating to script recognition participate in intercultural experiences to reflect on language and culture associated with respect and teamwork in games. 	<p><u>Out and About</u> Students use language to explore the concept of community and everyday community interactions. Students will:</p> <ul style="list-style-type: none"> engage with a range of texts about places in the community use a range of language to discuss preferences for items in a store/restaurant analyse and understand the systems of language relating to pronunciation and script recognition and Japanese sentence structure participate in intercultural experiences to compare shopping interactions and experiences in Japan and Australia.
LANGUAGES – YEAR FOUR			
SEMESTER 1		SEMESTER 2	
<p><u>Amazing Spaces</u> Students explore the concept of space and how it is used within Australia and Japan. Students will:</p> <ul style="list-style-type: none"> engage with a range of texts about creative uses of space in Japan use a range of language to describe various spaces explore the geography of Japan in comparison to Australia analyse and understand the systems of language relating to script recognition and Japanese sentence structure participate in intercultural experiences to reflect on language and culture relating to ideas of space. 	<p><u>How do we Celebrate?</u> Students use language to explore the concept of celebrations and make connections with own experiences. Students will:</p> <ul style="list-style-type: none"> engage with a range of texts about celebrations in Japan use a range of language to discuss and describe a variety of celebrations compare celebrations in different countries analyse and understand the systems of language relating to script recognition and Japanese sentence structure participate in intercultural experiences to reflect on how participation in certain celebrations shapes identity. 	<p><u>Mini Chef</u> Students will explore the concept of cuisine and ways of communicating about cooking and cuisine. Students will:</p> <ul style="list-style-type: none"> explore the traditions around cooking and eating in Japan use a range of language to discuss and describe traditional Japanese dishes participate in shared cooking activities participate in intercultural experiences to reflect on the language and culture associated with cooking and cuisine in Japanese and English-speaking cultures. 	<p><u>The Journey of the Tale</u> Students will use language to explore the different representations of characters in traditional stories. Students will:</p> <ul style="list-style-type: none"> engage with a range of traditional Japanese stories explore the representation of heroes in traditional stories analyse and understand the systems of language relating pronunciation, script recognition and Japanese sentence structure participate in intercultural experiences to reflect on language and cultural values relating to character transformations in imaginative texts.
LANGUAGES – YEAR FIVE			
SEMESTER 1		SEMESTER 2	
<p><u>Hello!</u> 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.</p>	<p><u>Who Am I?</u> 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.</p>	<p><u>My Family is Awesome!</u> 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.</p>	<p><u>Do You have a Pet Elephant?</u> 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.</p>

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>