

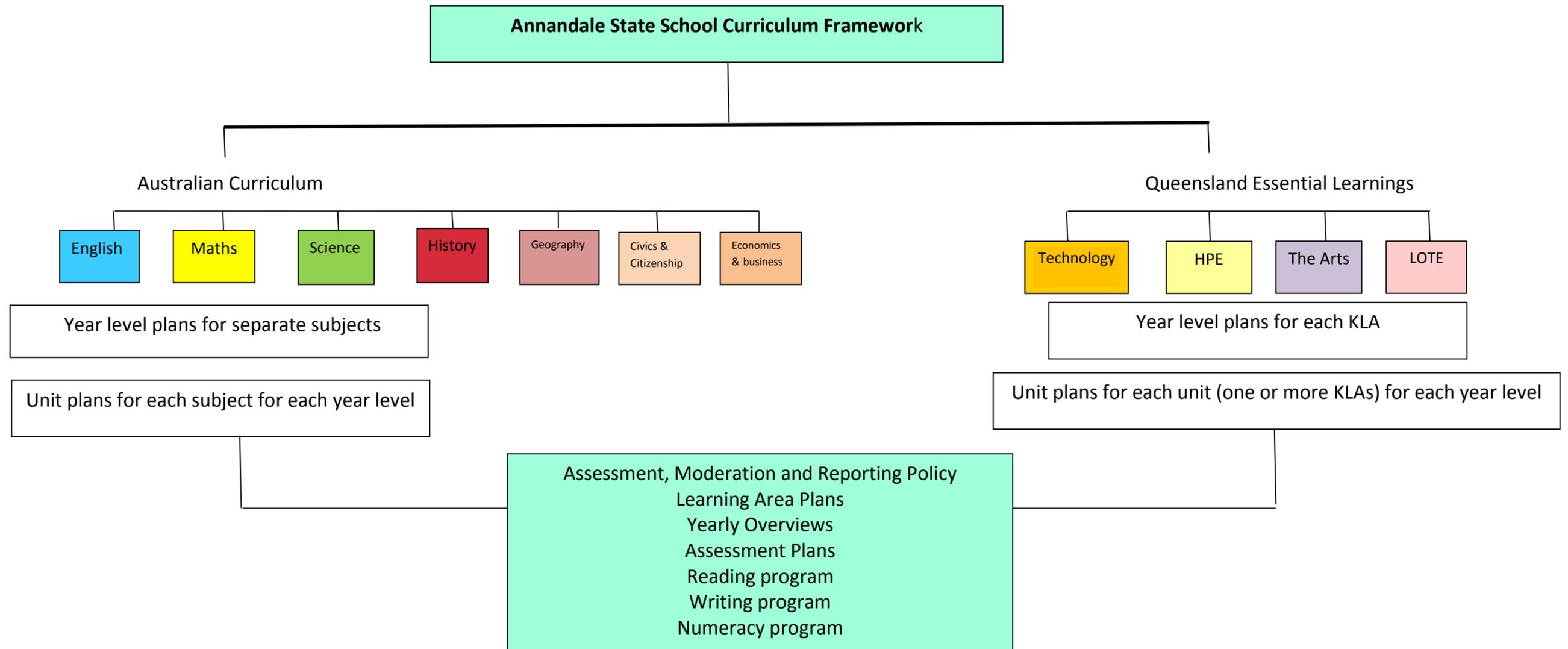


# CREATING THE FUTURE

Students will gain knowledge and understanding to enable them to function as 21<sup>st</sup> citizens by:

- Investigating through problem-based enquiry
- Making informed, evidence based decisions
- Appreciating their world
- Explaining, justifying and communicating findings

through engagement with the Australian curriculum for English, Maths, Science, History, Geography, Civics and Economics and business and the QCAR KLAs Technology, The Arts, HPE and LOTE.



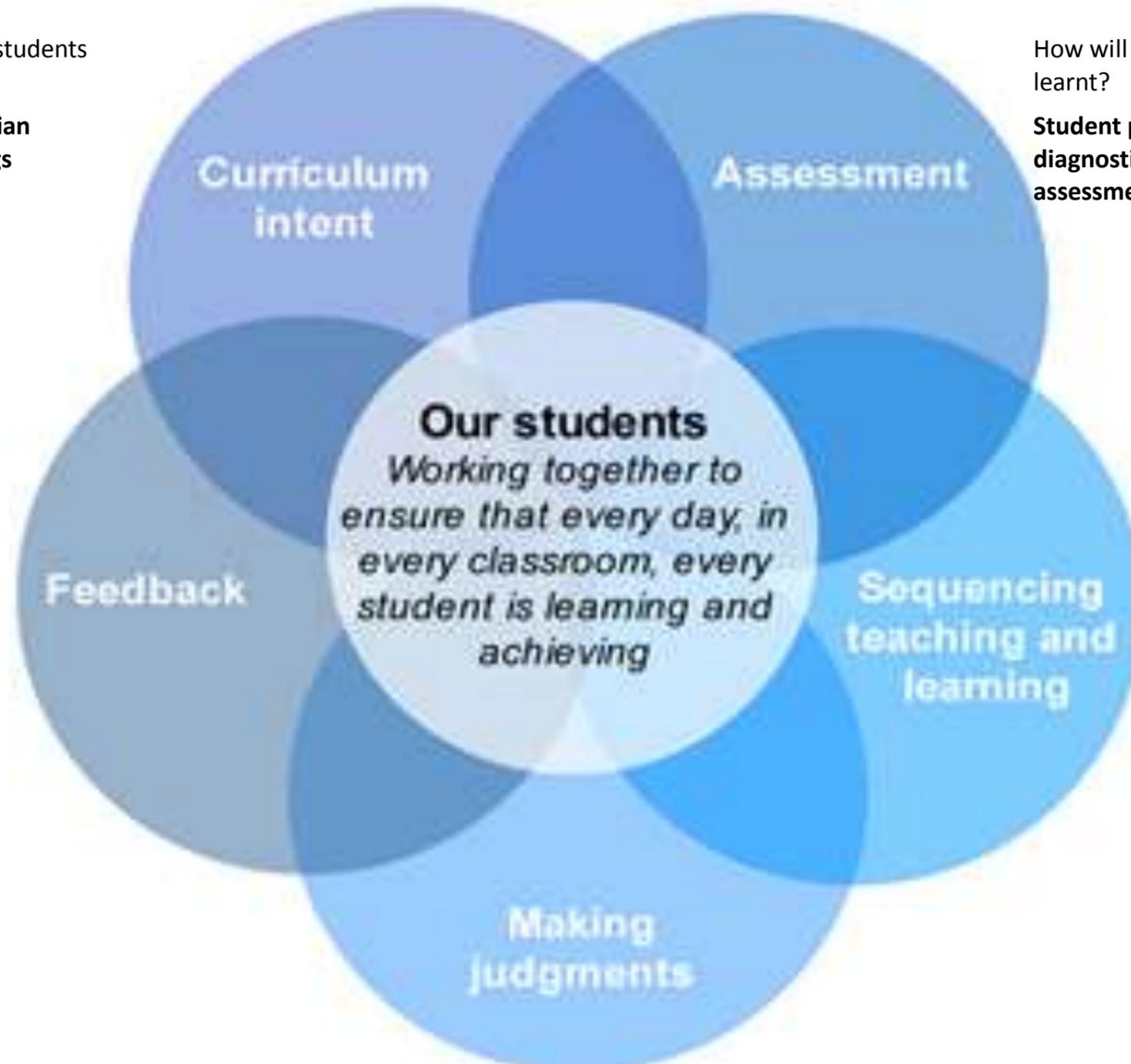
The pedagogical framework embedded into all documents and the teaching practice at our school is based around the Dimensions of Teaching and Learning.

What understanding and skills do students need to attain success?

**C2C units developed from Australian Curriculum and Essential Learnings**

How will I confirm what students have learnt?

**Student portfolio of evidence - diagnostic, formative and summative assessment**



How will I let students know how to improve their performance?

**Student goal setting & monitoring  
Verbal and written feedback**

How will I plan, scaffold and differentiate to ensure that all students improve?

**Teaching strategies developed using the C2C units as a guide**

What standards will I apply to student learning? How will I know that those judgments are consistent and comparable?

**Guides to making judgment, moderation**

### Overview of Learning Areas 2015

Year level	Prep		1		2		3		4		5		6	
Semester	1	2	1	2	1	2	1	2	1	2	1	2	1	2
English	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Maths	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Science	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Humanities &amp; Social Sciences</b>														
History	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Geography	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Civ & Cit							✓		✓			✓	✓	
Ec & Bus											✓			✓
<b>LOTE</b>											✓	✓	✓	✓
Preparation for 2016														
<b>HPE</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PE														
Health	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>The Arts</b>									OR			OR		
Dance				✓										
Drama					OR					✓	✓			
Media					✓		✓						✓	
Music	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Visual Art			✓			✓		✓	✓			✓		✓
<b>Technologies</b>														
Design & Tec			✓	✓	✓	✓	✓		✓	✓		✓	✓	
Digital Tec					OR			✓			✓			✓

Prep year

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<b>ENGLISH – 7hours/week</b>	<b>Exploring our new world</b> Students listen to and read texts to explore predictable text structures and common visual patterns represented in a range of literary and non-literary texts including fiction, 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. <ul style="list-style-type: none"> <li>▪ <b>Oral presentation (M)</b></li> <li>▪ <b>Reading tool (continues in unit 2 (S))</b></li> </ul>		<b>Unit 2: Enjoying and retelling stories</b> Students will 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 will sequence events from a range of texts and select a favourite story to retell to a small group of classmates. Students will prepare for their spoken retelling by drawing events in sequence and writing simple sentences. <ul style="list-style-type: none"> <li>▪ <b>Reading tool (cont. from unit 1) (S)</b></li> <li>▪ <b>Written and presented – retell a story (S)</b></li> </ul>		<b>Unit 3: Interacting with others</b> Students listen to, view and interpret a range of multimodal texts, including poetry and rhymes to develop an understanding of sound and letter knowledge and a range of language features. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — focused teaching and learning, play, real life situations, investigations and routines and transitions. Students will create and recite a rhyming verse to a familiar audience, I listen while others present their rhyme and show knowledge of rhyme by identifying the rhyming words <ul style="list-style-type: none"> <li>▪ <b>Creating and reciting a rhyme (S)</b></li> <li>▪ <b>Responding to a rhyming story (S)</b></li> <li>▪ <b>Reading comprehension (S)</b></li> </ul>		<b>Unit 4: Responding to text</b> Students will have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students will create a short imaginative multimodal text which 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 <ul style="list-style-type: none"> <li>▪ <b>Interview Reading and comprehension (S)</b></li> <li>▪ <b>Writing and creating a response to a story (S)</b></li> </ul>	
<b>MATHS</b>	Through the proficiency strands - Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of: <ul style="list-style-type: none"> <li>▪ Patterns and algebra - identify patterns and non-patterns, describe, continue and create growing and repeating patterns, use number to describe patterns, identify missing elements in a pattern</li> <li>▪ Number and place value - count in ones forwards and backwards from different starting points, subitise to count small collections, quantify collections, identify quantities in different arrangements, connect number names, numerals and quantities</li> <li>▪ Using units of measurement – sequence familiar events, compare the duration of events, compare objects based on length, mass and capacity using direct and indirect comparison</li> <li>▪ Location and transformation – interpret the language of location, follow and give simple instructions, describe position</li> <li>▪ Data representation and interpretation – answer simple questions, pose simple questions, identify information gathered by asking and answering questions</li> </ul> <b>Bag sort (S)</b> <b>Counting – number watch (M)</b> <b>Time – life in prep (M)</b>		Through the proficiency strands Understanding, Fluency, Problem solving and Reasoning, students have opportunities to develop understandings of: <ul style="list-style-type: none"> <li>▪ Using units of measurement - compare the length of objects using direct comparison, compare the height of objects, describe the thickness and length of objects, compare the length of objects using indirect comparison, describe the duration of events, compare and order durations</li> <li>▪ Shape - compare and sort objects based on shape and function, name familiar three-dimensional objects, construct using familiar three-dimensional objects, copy and describe lines, describe the shape of faces of objects, sort and describe familiar two-dimensional shapes</li> <li>▪ Number and place value - recall forwards and backwards counting sequences, subitise collections to five, count to identify how many, represent counting sequences, compare quantities, connect number names and quantities, sequence quantities, identify parts of a whole, represent different partitioning of a whole, describe a quantity by referring to its parts</li> <li>▪ Location and transformation - identify and describe pathways, give and follow movement directions, represent movement paths, describe locations</li> <li>▪ Patterns and algebra - copy and describe repeating patterns, continue repeating patterns, describe repeating patterns using number.</li> </ul> <b>On my plate (S)</b> <b>Shape sort (S)</b> <b>Exploring location (M)</b> <b>Exploring shape (M)</b> <b>Super me (M)</b>		Through the proficiency strands - Understanding, Fluency, Problem solving and Reasoning - students have opportunities to develop understandings of: <ul style="list-style-type: none"> <li>▪ Using units of measurement - make direct and indirect comparisons of mass, explain comparisons of mass, sequence familiar events in time order, sequence the days of the week, connect days of the week to familiar events</li> <li>▪ Number and place value - compare quantities, equalise quantities, combine small collections, represent addition situations, identify parts and the whole, partition quantities flexibly, share collections, identify equal parts of a whole</li> <li>▪ Patterns and algebra - identify, copy, continue and describe growing patterns, describe equal quantities</li> <li>▪ Data representations and interpretation - identify questions, answer yes/no questions, use data displays to answer simple questions.</li> </ul> <b>A week of events (S)</b> <b>Data collection – yes or no (S)</b> <b>Beads (M)</b> <b>Exploring equivalence (M)</b> <b>Schoolbag (M)</b>		Through the proficiency strands - Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of: <ul style="list-style-type: none"> <li>• Number and place value - represent quantities, compare numbers, match number names, numerals and quantities, identify parts within a whole, combine collections, make equal groups, describe the joining process</li> <li>• Using units of measurement - directly and indirectly compare the duration of events, directly and indirectly compare the mass, length and capacity of objects</li> <li>• Location and transformation - describe position, describe direction</li> <li>• Shape - describe, name and compare shapes</li> <li>• Data representation and interpretation - generate yes/no questions, identify and interpret data collected.</li> </ul> <b>Crazy Cards (S)</b> <b>Measurement guided inquiry (S)</b>	
<b>SCIENCE</b>	<b>Our Living World</b> Students use their senses to investigate the needs of living things, both animals and plants. They begin to understand that observing is an important part of science and that scientists discuss and record their observations. Students learn that the survival of all living things is reliant on basic needs being met and there are consequences when needs are not met. They analyse different types of environments and how each provides for needs of living things. Students consider the impact of human activity and natural events on basic needs and share ideas about sustainable practices. <b>Portfolio - collection of work</b>		<b>Unit 2: Our material world</b> Students are provided with opportunities to examine familiar objects using their senses and understand that objects are made of materials that have observable properties. Through exploration, investigation and discussion, language is focused to describe the properties of the materials from which objects are made. Students observe and analyse the reciprocal connection between properties of materials, objects and purposes so that they recognise the scientific decision making that occurs in everyday life. Students conduct investigations to determine suitability of materials for a particular purpose and share their ideas and observations using scientific language and representations <b>Make a wind ornament</b>		<b>Unit 3 : Weather watch</b> Students use their senses to observe the weather and learn that we can record our observations using symbols. Students explore the daily and seasonal changes in the local environment and understand that weather conditions are not the same for everyone. They are given opportunities to reflect on the impact of these changes, in particular on clothing, shelter and activities, through various cultural perspectives. Students also learn about the impact of daily and seasonal changes on plants and animals. <b>Weather watch - collection of work</b>		<b>Unit 4: Move it, move it</b> Students use their senses to observe and explore the properties and movement of objects. They recognise that science involves exploring and observing using the senses. Students engage in hands-on investigations and respond to questions about the factors that influence movement. They share observations and ideas and represent what they observe. Students have the opportunity to apply and explain knowledge of movement in a familiar situation. <b>Portfolio - collection of work</b>	
<b>History</b>	<b>Personal and family histories – exploring families</b> Inquiry question: <ul style="list-style-type: none"> <li>▪ What is my history and how do I know?</li> </ul> <b>Portfolio - My family</b>				<b>Personal and family histories – tell me a story about the past</b> Inquiry questions: <ul style="list-style-type: none"> <li>▪ What stories do other people tell about the past? How can stories of the past be told and shared?</li> </ul> <b>Research – Tell me a story about the past</b>			

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<b>Geography</b>	<b>What is my place like?</b> Inquiry question: "What are places like?"  <b>Collection of work</b>				<b>How do we care for places?</b> Inquiry questions "What makes a place special? "How can we look after the places we live in?"  <b>Guided research</b>			
<b>SOCIAL &amp; PERSONAL LEARNING</b>	<b>Social Learning</b> <b>Children sustain relationships by:</b> <ul style="list-style-type: none"> <li>Acknowledging and negotiating rights, roles and responsibilities in a range of contexts</li> <li>Co operating with others in social situations.</li> </ul> <b>Children build early understandings about diversity by investigating and communicating positively about the social and cultural practices of people in their community.</b> <b>Personal Learning</b> Children build a positive sense of self by: <ul style="list-style-type: none"> <li>Developing a sense of personal identity as a capable learner.</li> <li>Acting with increasing independence and responsibility towards learning and personal organisation.</li> </ul>		<b>Social Learning</b> <b>Children sustain relationships by:</b> <ul style="list-style-type: none"> <li><b>Acknowledging and negotiating rights, roles and responsibilities in a range of contexts</b></li> <li><b>Co operating with others in social situations.</b></li> </ul> <b>Children build early understandings about diversity by investigating and communicating positively about the social and cultural practices of people in their community.</b> <b>Personal Learning</b> Children build a positive sense of self by: <ul style="list-style-type: none"> <li>Developing a sense of personal identity as a capable learner.</li> <li>Acting with increasing independence and responsibility towards learning and personal organisation.</li> </ul>		<b>Social Learning</b> <b>Children sustain relationships by:</b> <ul style="list-style-type: none"> <li><b>Acknowledging and negotiating rights, roles and responsibilities in a range of contexts</b></li> <li><b>Co operating with others in social situations.</b></li> </ul> <b>Children build early understandings about diversity by investigating and communicating positively about the social and cultural practices of people in their community.</b> <b>Personal Learning</b> Children build a positive sense of self by: <ul style="list-style-type: none"> <li>Developing a sense of personal identity as a capable learner.</li> <li>Acting with increasing independence and responsibility towards learning and personal organisation.</li> </ul>		<b>Social Learning</b> <b>Children sustain relationships by:</b> <ul style="list-style-type: none"> <li><b>Acknowledging and negotiating rights, roles and responsibilities in a range of contexts</b></li> <li><b>Co operating with others in social situations.</b></li> </ul> <b>Children build early understandings about diversity by investigating and communicating positively about the social and cultural practices of people in their community.</b> <b>Personal Learning</b> Children build a positive sense of self by: <ul style="list-style-type: none"> <li>Developing a sense of personal identity as a capable learner.</li> <li>Acting with increasing independence and responsibility towards learning and personal organisation.</li> </ul>	
<b>HEALTH &amp; PHYSICAL LEARNING</b>	<b>Making Healthy Choices</b> <ul style="list-style-type: none"> <li>Children build a sense of wellbeing by making choices about their own and other's health and safety with increasing independence.</li> </ul> <b>Gross Motor</b> <ul style="list-style-type: none"> <li>Children build a sense of wellbeing by using and extending gross-motor skills when integrating movements and using equipment.</li> </ul> <b>Fine Motor</b> <ul style="list-style-type: none"> <li>Children build a sense of wellbeing by using and extending fine-motor skills when integrating movements and manipulating equipment, tools and objects.</li> </ul>		<b>Making Healthy Choices</b> <ul style="list-style-type: none"> <li>Children build a sense of wellbeing by making choices about their own and other's health and safety with increasing independence.</li> </ul> <b>Gross Motor</b> <ul style="list-style-type: none"> <li>Children build a sense of wellbeing by using and extending gross-motor skills when integrating movements and using equipment.</li> </ul> <b>Fine Motor</b> <ul style="list-style-type: none"> <li>Children build a sense of wellbeing by using and extending fine-motor skills when integrating movements and manipulating equipment, tools and objects.</li> </ul>		<b>Making Healthy Choices</b> <ul style="list-style-type: none"> <li>Children build a sense of wellbeing by making choices about their own and other's health and safety with increasing independence.</li> </ul> <b>Gross Motor</b> <ul style="list-style-type: none"> <li>Children build a sense of wellbeing by using and extending gross-motor skills when integrating movements and using equipment.</li> </ul> <b>Fine Motor</b> <ul style="list-style-type: none"> <li>Children build a sense of wellbeing by using and extending fine-motor skills when integrating movements and manipulating equipment, tools and objects.</li> </ul>		<b>Making Healthy Choices</b> <ul style="list-style-type: none"> <li>Children build a sense of wellbeing by making choices about their own and other's health and safety with increasing independence.</li> </ul> <b>Gross Motor</b> <ul style="list-style-type: none"> <li>Children build a sense of wellbeing by using and extending gross-motor skills when integrating movements and using equipment.</li> </ul> <b>Fine Motor</b> <ul style="list-style-type: none"> <li>Children build a sense of wellbeing by using and extending fine-motor skills when integrating movements and manipulating equipment, tools and objects.</li> </ul>	
<b>PA</b>	Let's Get Moving Fundamental movement skills		Playing with balls Fundamental movement skills		Playing together Fundamental movement skills		Animal dance Fundamental movement skills	
<b>ACTIVE LEARNING PROCESSES</b>	<b>THINKING</b> <ul style="list-style-type: none"> <li>Children think and enquire by generating and discussing ideas and plans and solving problems.</li> </ul> <b>INVESTIGATING TECHNOLOGY</b> <ul style="list-style-type: none"> <li>Children think and enquire by investigating technology and considering how it affects everyday life..</li> </ul> <b>IMAGINING AND RESPONDING</b> <ul style="list-style-type: none"> <li>Children generate, represent and respond to ideas, experiences and possibilities by experimenting with materials and processes in a variety of creative, imaginative and innovative ways, discussing and responding to the qualities of their own and others' representations, experiences and artistic works</li> </ul>		<b>THINKING</b> <ul style="list-style-type: none"> <li>Children think and enquire by generating and discussing ideas and plans and solving problems.</li> </ul> <b>INVESTIGATING TECHNOLOGY</b> <ul style="list-style-type: none"> <li>Children think and enquire by investigating technology and considering how it affects everyday life.</li> </ul> <b>INVESTIGATING ENVIRONEMENTS</b> <ul style="list-style-type: none"> <li>Children think and enquire by investigating features of, and ways to sustain, environments.</li> </ul> <b>IMAGINING AND RESPONDING</b> <ul style="list-style-type: none"> <li>Children generate, represent and respond to ideas, experiences and possibilities by experimenting with materials and processes in a variety of creative, imaginative and innovative ways, discussing and responding to the qualities of their own and others' representations, experiences and artistic works</li> </ul>		<b>THINKING</b> <ul style="list-style-type: none"> <li>Children think and enquire by generating and discussing ideas and plans and solving problems.</li> </ul> <b>INVESTIGATING TECHNOLOGY</b> <ul style="list-style-type: none"> <li>Children think and enquire by investigating technology and considering how it affects everyday life.</li> </ul> <b>INVESTIGATING ENVIRONEMENTS</b> <ul style="list-style-type: none"> <li>Children think and enquire by investigating features of, and ways to sustain, environments.</li> </ul> <b>IMAGINING AND RESPONDING</b> <ul style="list-style-type: none"> <li>Children generate, represent and respond to ideas, experiences and possibilities by experimenting with materials and processes in a variety of creative, imaginative and innovative ways, discussing and responding to the qualities of their own and others' representations, experiences and artistic works</li> </ul>		<b>THINKING</b> <ul style="list-style-type: none"> <li>Children think and enquire by generating and discussing ideas and plans and solving problems.</li> </ul> <b>INVESTIGATING TECHNOLOGY</b> <ul style="list-style-type: none"> <li>Children think and enquire by investigating technology and considering how it affects everyday life.</li> </ul> <b>INVESTIGATING ENVIRONEMENTS</b> <ul style="list-style-type: none"> <li>Children think and enquire by investigating features of, and ways to sustain, environments.</li> </ul> <b>IMAGINING AND RESPONDING</b> <ul style="list-style-type: none"> <li>Children generate, represent and respond to ideas, experiences and possibilities by experimenting with materials and processes in a variety of creative, imaginative and innovative ways, discussing and responding to the qualities of their own and others' representations, experiences and artistic works</li> </ul>	
<b>MUSIC</b>	Elements taught across the year : Rhythm and metre, Pitch and melody ,Part work, Form and structure, Tone colour, Expressive elements, Listening See year level overviews for details							

Year 1

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
ENGLISH	<p><b>Exploring emotion in picture books</b> Students listen to, read, view and interpret written picture books, including stories from Aboriginal cultures and Torres Strait Islander cultures. They identify emotive content and justify interpretations of the stories.</p> <p><b>Spoken presentation about character emotions (M)</b></p>	<p><b>Explaining how a story works</b> Students listen to, read and view picture a range of picture in order to analyse and explain a familiar story.</p> <p><b>Responses to picture books (S)</b></p>	<p><b>Exploring characters in stories</b> Students listen to, read, view and interpret spoken, written and multimodal literary texts to identify some features of characters in these texts and to create character descriptions.</p> <p><b>Reading comprehension (S)</b> <b>Written description of a character (S)</b></p>	<p><b>Retelling cultural stories</b> Students listen to, read, view and interpret picture books and stories from different cultures. They write, present and read a retell of their favourite story to an audience of peers.</p> <p><b>Written and spoken retell (S)</b> <b>Was Unit 6</b></p>	<p><b>Examining language of communication — questioning</b> Students listen to, read, view and interpret texts with animal characters to explore how they reflect human qualities. Students create an animal character to be included in a literary text , and discuss their choices in an interview</p> <p><b>Create and present a character (S)</b> <b>Reading and listening comprehension (S)</b></p>	<p><b>Creating digital texts</b> Students listen to, read, view and interpret a series of narrative texts to create a digital innovation.</p> <p><b>Digital innovation (M)</b> <b>Task under review as was Unit 8. Will need to be summative.</b></p>	<p><b>Creating digital procedural texts</b> <b>Unit focus:</b> Students listen to, read, view and interpret traditional and digital multimodal texts, to explore the language and text structures of procedure in imaginative &amp; informative contexts. Students create a digital presentation of a procedure from a literary context.</p> <p><b>Interview - Reading comprehension (S)</b> <b>Multimodal procedure (S)</b></p>	<p><b>Written and spoken retell of a cultural story (S)</b> <b>Engaging with poetry</b> Students listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting. Students recite a poem to the class.</p> <p><b>Comprehending poetry (S)</b> <b>Poem recitation (S)</b> <b>Tasks under review as was Unit 4.</b></p>
MATHS	<p>Number and place value Using units of measurement</p> <p><b>Spill and count (M)</b> <b>Longer shorter (M)</b></p>	<p>Number and place value Data representation and interpretation Chance</p> <p><b>Exploring data representation (M)</b> <b>My favourite teen number (S)</b></p>	<p>Patterns and algebra Number and place value Location &amp; transformation Fractions &amp; decimals Using units of measurement</p> <p><b>Ten trains count (M)</b> <b>Secret object (S)</b></p>	<p>Shape Number and place value, Money and financial mathematics</p> <p><b>Exploring features of Australian coins (M)</b> <b>Pool problems (S)</b> <b>Shape shakers (S)</b></p>	<p>Number and place value Fractions and decimals Shape Patterns and algebra Using units of measurement</p> <p><b>Book display (S)</b> <b>Pantry puzzle (S)</b></p>	<p>Fractions and decimals Number and Place value Data representation and interpretation Chance</p> <p><b>Will it? Won't it? Might it? (S)</b> <b>Cool calculations (S)</b> <b>Was Unit 7</b></p>	<p>Using units of measurement Number and place value Money and financial mathematics Location and transformation</p> <p><b>Time is ticking (S)</b> <b>A handful of beads (S)</b> <b>Exploring giving &amp; following directions (M)</b> <b>Was Unit 6</b></p>	<p>Patterns and algebra Number and Place value Using units of measurement Data representation and interpretation</p> <p><b>Favourites (S)</b> <b>Number guided inquiry (M)</b></p>
SCIENCE	<p><b>Living adventure</b> Students make links between external features of living things and the environment where they are found. They explore a range of habitats and consider the differences between healthy and unhealthy habitats. Students predict how change to habitats can affect how the needs of living things are met.</p> <p><b>Multi-modal Presentation — A better place</b></p>		<p><b>Changes around me</b> Students describe the observable features of a variety of landscapes and skies. They will consider changes in the sky and landscape, in particular day and night, and the impact on themselves and other living things. Students will represent observable features and share ideas with others about changes in the sky and landscapes and how they affect everyday life.</p> <p><b>Match objects and / or actions suited to sky and landscape conditions</b> <b>Was unit 3</b></p>		<p><b>Material madness</b> Students explore materials and describe their properties. They describe the actions they use when making physical changes to a material to make an object for a purpose. They recognise that the properties of a material affect the physical changes that can be made and the purpose for using a particular material in their everyday lives. Students modify a material for a given purpose, test their modifications and compare their observations with predictions.</p> <p><b>Assignment : Don't rock the boat</b> <b>Was unit 2</b></p>		<p><b>Light and sound</b> Students explore sources of light and sound. They manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects. They examine how light and sound are used in everyday life. They make predictions and share observations. They sort observations and communicate their understandings in a variety of ways.</p> <p><b>Collection of work</b></p>	

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
History	<b>At this moment in time</b> <b>Inquiry Question:</b> How do we describe the sequence of time? Students will develop an understanding of terms indicating the passing of time which are frequently used in stories and conversations about the past and how these terms are used to describe dates and changes that have personal significance. <b>Collection of work</b>				<b>Exploring yesterday and today, my grandparents, my parents and me</b> <b>Inquiry Questions:</b> How has family life changed or remained the same over time? How can we show that the present is different from or similar to the past? Students explore differences between family structures and roles today when compared to the recent past, consider how family structures and roles have changed over time and identify differences and similarities between students' daily lives today when compared to the childhoods of their parents and grandparents. <b>Guided research – exploring daily life</b>			
Geography	<b>How do people use places?</b> Inquiry question: How can spaces within a place be rearranged to suit different purposes? <b>Collection of work</b>				<b>What are places like?</b> Inquiry questions: What are the different features of places? How can we care for places? <b>Guided research – what are places like?</b>			
SOSE	<b>Communities</b> Students will investigate communities, what they are, different types including the school community, their place in the community, people who help them and the rules and laws that enable communities to run smoothly, sustainably and to be safe <b>Taking a stance on a school rule</b> <b>Political and economic systems</b>							
TECHNOLOGY	<b>Representing Day and Night</b> Students create a diorama to show the changes to day and night landscapes <ul style="list-style-type: none"> <li><b>Diorama</b> (This unit is linked to Unit 2 Science Changes around me)</li> </ul>				<b>Light and sound</b> Students will investigate a range of sources that produce light and sounds. They will keep a record of their developing understanding through their sensory explorations of light and sound. They will then engage in the technological process to design and make a device that allows sound to travel. <ul style="list-style-type: none"> <li><b>Design and make a sound device</b> (This unit is linked to the C2C Science term 4 unit Light and sound)</li> </ul>			
The Arts	<b>Emotive drawings (Visual Art)</b> Students will investigate how artists convey emotions in illustrations of characters in stories using line and colour. <ul style="list-style-type: none"> <li><b>Drawings to represent characters in stories</b> (This unit is linked to Unit 1 English Exploring emotion in picture books)</li> </ul>				<b>Dance from around the world (Dance)</b> Students will investigate dances from different countries. They will take part in selected dances <ul style="list-style-type: none"> <li>Dance performance</li> </ul>		<b>Creating digital texts (Media)</b> Students will investigate media elements (images and words) to create digital texts <ul style="list-style-type: none"> <li>Digital procedural text (This unit is linked to English unit 7 Creating digital procedural texts and is not assessed)</li> </ul>	
MUSIC	Elements taught across the year : Rhythm and metre, Pitch and melody ,Part work, Form and structure, Tone colour, Expressive elements, Listening See year level overviews for details							
HPE	Healthy bodies (Health) Students will investigate the needs of the body and how to keep healthy <ul style="list-style-type: none"> <li><b>Collage</b> showing aspects of health in the shape of a person (This unit is linked to the Science Unit 1 Living Adventure)</li> </ul>				<b>Keeping safe at times of fire (Health)</b> Students will investigate how to keep safe in the case of fire			
PA	Bean bag games Fundamental movement skills		I'm a Balliever Fundamental movement skills		Catch me if you can Fundamental movement skills		Here we go do se do Ropes and rhyms	

Year 2

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<b>ENGLISH</b>	<p><b>Reading, writing and performing poetry</b> Students read and listen to a range of poems to create an imaginative poetry reconstruction.</p> <p><b>Playing with verse (S)</b> <i>(Linked to Unit 1 The Arts – Media)</i></p>	<p><b>Stories of families and friends</b> Students explore texts to analyse how stories convey a message about issues that relate to families and friends.</p> <p><b>Running record (M)</b> <b>Listening comprehension (S)</b> <b>Imaginative retell (S)</b></p>	<p><b>Identifying stereotypes</b> Students read, view and listen to a variety of texts to explore how depictions of characters in print, sound and images create stereotypes. Students identify stereotypical characters in texts and create an alternative character description to present to an audience of peers. <b>Written and spoken presentation (S)</b></p>	<p><b>Responding persuasively to narratives</b> Students read, view and listen to a variety of literary texts to explore how stereotypes are used to persuade audiences. Students compare how the visual representations of a character are depicted differently in two publications of the same story and write a persuasive response giving reasons for a particular preference <b>Reading comprehension (S)</b></p>	<p><b>Exploring procedural texts</b> 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. <b>Reading comprehension (M)</b> <b>Multimodal procedure (S)</b></p>	<p><b>Exploring informative texts</b> Students read, view and listen to a range of stories to create an informative text about an event in a literary text. <b>Reading comprehension (S)</b> <b>Writing an informative text (S)</b></p>	<p><b>Exploring plot and characterisation in stories</b> Students explore a variety of stories including dreaming stories, picture books, traditional tales and digital texts to explore how stories use plot and characterisation to entertain and engage an audience. <b>Reading comprehension (S)</b> <b>Written narrative (S)</b></p>	<p><b>Exploring narrative texts</b> Students read, view and listen to a range of stories from other cultures. They create a written retell of an event in the life of a person or character from one of the stories studied, then present a performance of the retell to an audience of peers. <b>Reading comprehension (M)</b> <b>Written retell and performance (M)</b></p>
<b>MATHS</b>	<p>Using units of measurement Number and place value <b>Counting capers (M)</b> <b>Number representation (S)</b></p>	<p>Number and place value, Data representation and interpretation Chance <b>Outcomes of everyday events (M)</b> <b>Adding and subtracting numbers (S)</b> <b>In the toy shop window (S)</b></p>	<p>Shape Number and place value Patterns and algebra Fractions and decimals Using units of measurement <b>Identifying &amp; describing patterns (M)</b> <b>Understanding time (M)</b> <b>All about shapes (S)</b></p>	<p>Number and place value Location &amp; transformation Money &amp; financial maths Using units of measurement <b>Adding and subtracting numbers (S)</b> <b>Location guided inquiry (S)</b></p>	<p>Number and place value Fractions &amp; decimals Using units of measurement, Location and transformation <b>Compare them, order them (S)</b> <b>Partitioning into equal groups (S)</b></p>	<p>Number and place value Money and financial mathematics Using units of measurement Shape <b>Exploring strategies for counting large collections (M)</b> <b>Calendars (S)</b> <b>Money (S)</b> <b>Secret number (S)</b></p>	<p>Data representation and interpretation Chance Number &amp; place value Patterns &amp; algebra Using units of measurement <b>Representing data &amp; chance (S)</b> <b>Solving number problems (S)</b></p>	<p>Location and transformation, Using units of measurement Shape Fractions and decimals Number and place value <b>Location guided inquiry (M)</b> <b>Time, slides &amp; flips (S)</b></p>
<b>SCIENCE</b>	<p><b>Mix, make and use</b> Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students combine materials to make an object which has a purpose in everyday life. <b>Investigation and scientific report</b> : Combining materials for a purpose <i>(Linked to Unit 1 Technology)</i></p>		<p><b>Good to grow</b> Students examine how living things, including plants and animals, change as they grow. They ask questions about, investigate and compare the changes that occur to different living things during their life stages, including similarities and differences between parents and their offspring. They describe the characteristics and needs of living things in each life stage and investigate how the needs are met. <b>Assignment : How does it grow?</b> <b>Was unit 3</b></p>		<p><b>Toy factory</b> Students understand how a push or pull affects how an object moves or changes shape and investigate and explain how pushes and pulls cause movement in objects used in their daily lives. They pose questions, make predictions and describe the effect on movement caused by changes to an object, or to the push or pull exerted on the object. They explain how pushes and pulls can be used to change the movement of a toy or object they create. <b>Presentation : Toy Design</b> <b>Was unit 2</b></p>		<p><b>Save planet Earth</b> Students investigate Earth’s resources, describing how Earth’s resources are used and the importance of conserving resources for the future of living things. They explain actions and decisions that can be taken to help with this conservation. <b>Report : Earth’s resources</b></p>	

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
History	<b>Unit 1 Exploring the impact of changing technology on people’s lives</b> Inquiry question: <ul style="list-style-type: none"> <li>How have changes in technology shaped our daily life?</li> </ul> Students examine changes in technology that have occurred over time to develop an understanding of the impact that technology has had on people's lives.  <b>Collection of work – Changing technology</b>				<b>Unit 2 Exploring the local community</b> Inquiry questions: <ul style="list-style-type: none"> <li>What aspects of the past can you see today? What do they tell us?</li> <li>What remains of the past are important to the local community? Why?</li> </ul> Students identify a site of historical significance in the local community, explore its history, examine what it reveals about the past, identify its importance today and recognise its cultural or spiritual significance.  <b>Research : Exploring my local community</b>			
Geography	<b>What is the story of my place?</b> Inquiry question: What is a place?  <b>Collection of work (multimodal)</b>				<b>How are people and places connected?</b> Inquiry questions: How are people connected to their place and other places? What factors affect my connection to places?  <b>Guided research</b>			
TECHNOLOGY	<b>Mix, make and use - making a container (Technology as a human endeavour, Resources)</b> Students will investigate the materials suitable to make a food container <b>Create a suitable container to transport an orange and a sandwich to school for the principal.</b>  <i>(This unit is linked to the C2C Science unit Mix, make and use)</i>				<b>Designing and making a model of an insect (Technology as a human endeavour, Resources)</b> Students will investigate what materials are suitable to make a model of an insect <b>Insect model</b> <i>Assessment Bank task</i> <i>(This unit was linked to Science Unit 3 Good to grow which is now in Term 3) Review</i>			
The Arts	<b>Reading, writing and performing – creating a digital poem (Media)</b> Students will investigate elements of media (images and words) <b>Digital representation of reconstructed poem and visual images to support poem’s content</b> <i>(This unit is linked to English unit 1 Reading, writing and performing poetry)</i>				<b>Drawing plants (Visual Art)</b> Students will use colour and line to create a drawing of a plant e.g. sunflowers  <i>(This unit was linked to Science Unit 3 Good to grow) Reveiw</i>			
MUSIC	Elements taught across the year : Rhythm and metre, Pitch and melody ,Part work, Form and structure, Tone colour, Expressive elements, Listening See year level overviews for details							
HPE	<b>My classroom is healthy, safe and fun</b> Students will investigate aspects of health and safety in and out of the classroom.  <b>Collection of work</b>				<b>Exercise as part of a healthy lifestyle</b> Students will investigate how exercise such as skipping contributes to a healthy lifestyle. <b>Students will develop, carry out and monitor an exercise plan.</b>			
PA	Bean bag games They keep me rolling		I move, I jump, I land Get set play - Athletics		Kick it, Hit it		Here we go do se do Ropes and rhyme	

Year 3

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<b>ENGLISH</b>	<p><b>Examining stories from different perspectives</b> Students listen to, view, read and compare a range of stories.</p> <p><b>Comprehending traditional stories (M)</b> <b>Retelling a story from a different perspective (S)</b></p> <p><b>Was unit 5</b></p>	<p><b>Analysing and creating persuasive texts</b> Students read, view and analyse persuasive texts.</p> <p><b>Writing persuasive texts (M)</b> <b>Writing a persuasive text (S)</b></p> <p><i>(Linked to The Arts unit 1 – Media)</i></p> <p><b>Was Unit 1</b></p>	<p><b>Investigating characters</b> Students listen to, view, read and a short narrative, a digital book and a novel to explore authors’ use of descriptive language in the construction of character.</p> <p><b>Close reading of an extract (S)</b></p> <p><b>Was unit 2</b></p>	<p><b>Exploring procedure</b> Students listen to, read, view and analyse informative and literary texts and create a spoken procedure between two characters.</p> <p><b>Dialogue presentation (S)</b></p>	<p><b>Exploring personal experiences through events</b> Students explore a literary text that deals with an ethical situation. They make inferences about characters’ feelings and use comprehension strategies to answer questions about the text.</p> <p><b>Write a persuasive letter (S)</b></p> <p><b>Was unit 3</b></p>	<p><b>Examining imaginative texts</b> Students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual language features.</p> <p><b>Reading comprehension (S)</b> <b>Creating a multimodal narrative (S)</b></p>	<p><b>Engaging with poetry</b> Students listen to, read view and adapt poems featuring an Australian setting.</p> <p><b>Reading, writing and presenting poetry (S)</b></p>	<p><b>Reading, writing and responding to people’s stories</b> Students listen to, read view and create a range of informative and imaginative texts set in the past about people and their experiences.</p> <p><b>Running record (M)</b> <b>Collection of letters (M)</b></p>
<b>MATHS</b>	<p>Using units of measurement Number and place value Shape</p> <p><b>Number detectives (S)</b> <b>Making 3D shapes (S)</b> <i>(Was part of a Unit 8 task)</i></p>	<p>Number and place value Data representation and interpretation Chance Using units of measurement</p> <p><b>Measuring length (M)</b> <b>Conduct a chance experiment (S)</b> <b>Solving addition &amp; subtraction problems (S)</b></p>	<p>Shape Number and place value Patterns and algebra Fractions and decimals</p> <p><b>Number patterns (M)</b> <b>Fractions (S)</b></p>	<p>Number and place value Location &amp; transformation Geometric reasoning, Money &amp; financial maths</p> <p><b>3 digit numbers (M)</b> <b>Counting, comparing &amp; partitioning numbers (S)</b> <b>Location guided inquiry (S)</b></p>	<p>Number and place value Money and financial mathematics Fractions and decimals Location and transformation</p> <p><b>Multiplication Fair (S)</b> <b>Money (S)</b></p>	<p>Using units of measurement Patterns and algebra Number and place value</p> <p><b>Time guided inquiry (M)</b> <b>Additive thinking, patterns &amp; problem solving (S)</b> <b>Measurement scavenger hunt (S)</b> <b>Telling time (S)</b></p>	<p>Number and place value Fractions and decimals Location &amp; transformation Data representation and interpretation Chance</p> <p><b>Multiplication &amp; fractions (S)</b> <b>Where is it? (S)</b></p>	<p>Geometric reasoning Money and financial mathematics Using units of measurement Number and place value</p> <p><b>Money guided inquiry (M)</b> <b>Recognising angles (S)</b></p>
<b>SCIENCE</b>	<p><b>Is it living?</b> Students understand what constitutes a living thing and understand that they can be distinguished from non-living things. They justify groupings of living and non-living things according to observable features and recognise once-living things. Students will recognise the use of this science knowledge in their lives and how this knowledge helps people understand the effect of their actions.</p> <p><b>Collection of work</b></p>		<p><b>Spinning Earth</b> Students will investigate the effect of the Earth’s rotation on its axis in relation to the position of the sun. They will identify the observable and non-observable features of Earth and compare its size with the sun and moon. Students will consider how everyday observations including day and night, sunrise and sunset, and shadows occur because of the Earth’s rotation.</p> <p><b>The sun, the Earth and us : multimodal presentation</b></p>		<p><b>Hot stuff</b> Students investigate how heat is produced and the behaviour of heat when it transfers from an object or area to another. They will identify that heat can be observed by touch and that formal measurements of heat (temperature) can be taken, using a thermometer. Students will identify that heat transfers from warmer areas to cooler areas. Students will plan and conduct investigations about heat and heat transfer.</p> <p><b>Heat it up : Scientific report</b></p>		<p><b>What’s the matter?</b> Students will understand how a change of state between solid and liquid can be caused by adding or removing heat. They will explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. Students will identify how science is involved in making decisions and how it helps people to understand the effect of their actions.</p> <p><b>Investigation : Solids and liquids</b> <b>Exam : Solids and liquids</b></p>	
<b>History</b>	<p><b>Investigating celebrations, commemorations and community diversity</b> Inquiry questions:</p> <ul style="list-style-type: none"> <li>How and why do people choose to remember significant events of the past?</li> <li>What is the nature of the contribution made by different groups and individuals in the community?</li> </ul> <p><b>Collection of work</b></p> <p><i>(This unit is linked to Technology Unit 1 Let’s Celebrate)</i></p>				<p><b>Exploring change and continuity in local communities</b> Inquiry questions:</p> <ul style="list-style-type: none"> <li>Who lived here first and how do we know?</li> <li>How has our community changed? What features have been lost and what features have been retained?</li> </ul> <p><b>Collection of work : Change in a community</b></p>			

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<b>Geography</b>	<b>Exploring similarities and differences in places near and far</b> Inquiry questions: What would it be like to live in a neighbouring country? How and why are places similar and different?  <b>Collection of work</b>				<b>Protecting places near and far</b> Inquiry questions: How do people’s feelings about places influence their views about the protection of places? How and why are places similar and different?  <b>Research</b>			
<b>Civics &amp; Citizenship</b>	<b>Participating in my community</b> Inquiry questions: <ul style="list-style-type: none"> <li>▪ How are decisions made democratically?</li> <li>▪ Why do we make rules?</li> <li>▪ How can I participate in my community?</li> </ul> <b>Collection of work</b>							
<b>TECHNOLOGY</b>	<b>Let’s celebrate</b> Students will investigate decorations from different cultures' celebrations to see how they are made and displayed. They will explore materials, tools and processes needed to make their own decoration for a family celebration.  <b>Making a decoration</b>  <i>(This unit is linked to the History unit Investigating celebrations, commemorations and community diversity. It is based on an Assessment Bank task)</i>				<b>Certificate design</b> Students will investigate different designs for bookmarks and certificates. They will use software to create a bookmark, and design and make a certificate that meets a selected purpose.  <b>Create a certificate and bookmark.</b>  <i>(This is an Assessment Bank task)</i>			
<b>The Arts</b>	<b>Creating an advertisement to promote healthy food</b> Students will investigate elements of media to determine what makes a successful advertisement to persuade people to eat healthy food.  <b>Advertisement</b>  <i>(This English unit 2 Analysing and creating persuasive texts Lesson 22)</i>				<b>Townsville landscapes (Visual Art)</b> Students will investigate colour and line to create landscapes of the Townsville area using water colour pencils.  <b>Mt Stuart landscape</b>  <i>(This unit is linked to the History unit 2)</i>			
<b>MUSIC</b>	Elements taught across the year : Rhythm and metre, Pitch and melody ,Part work, Form and structure, Tone colour, Expressive elements, Listening See year level overviews for details							
<b>HPE</b>	<b>Good Friends</b> students will explore the impact of positive social interaction on self-identity  <b>Assignment : Good friends</b>				<b>You can do it!</b> Students will use the Keys to Success to respond to everyday problem scenarios.  <b>You can do it! scenarios.</b> <i>(This unit is linked to the existing ‘You Can Do It’ Program, which focuses on organisation, resilience, confidence, and getting along)</i>			
<b>PA</b>	Fitness fun Scoot scoot		Get set play – athletics Run, jump, throw - athletics		Hit it, catch, throw it Kicking and passing		Party dance Criss cross	

Year 4

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<b>ENGLISH</b>	<p><b>Investigating author’s language in a familiar narrative</b> Students read <i>The Twits</i> and examine and analyse the language features and techniques used by the author</p> <p><b>Write a chapter for <i>The Twits</i> (S)</b></p>	<p><b>Examining humour in poetry</b> Students read and listen to a range of humorous poems by different authors. They identify structural features and poetic language devices.</p> <p><b>Reading comprehension : interpret and evaluate a humorous poem (S)</b></p>	<p><b>Examining traditional stories from Asia</b> Students read and analyse traditional stories from Asia to demonstrate understanding of structural and language features and the message or moral.</p> <p><b>Writing a traditional story (S)</b></p>	<p><b>Understanding Aboriginal peoples’ and Torres Strait Islander people’s stories</b> Students listen to, read and view information and stories from Aboriginal peoples’ and Torres Strait Islander peoples’ histories and cultures.</p> <p><b>Informative multimodal presentation (S)</b></p>	<p><b>Exploring recounts set in the past</b> Students listen to, read and explore a variety of historical texts including historical and literary recounts written from different people’s perspectives.</p> <p><b>Comprehending historical recounts (M)</b> <b>Spoken presentation : exploring recounts set in the past (S)</b></p>	<p><b>Exploring a quest novel</b> Students read the novel “Rowan of Rin” by Emily Rodda and respond through a blog and describing character development</p> <p><b>Discussion posts (M)</b> <b>Written response (S)</b></p>	<p><b>Examining persuasion in advertisements</b> Students will explore how to recognise and analyse characteristic ideas, language and techniques in advertisements and their impact on the target audience.</p> <p><b>Panel discussion (M)</b> <b>Listening &amp; viewing comprehension (S)</b></p>	<p><b>Examining persuasion in product packaging</b> Students read and view a range of product packaging to describe the effects of persuasive techniques.</p> <p><b>Design a breakfast cereal package (M)</b> <b>Reading &amp; viewing comprehension (S)</b></p>
<b>MATHS</b>	<p>Number and place value Fractions and decimals Using units of measurement</p> <p><b>No assessment</b></p>	<p>Number &amp; place value Patterns &amp; algebra Chance Data representation &amp; interpretation</p> <p><b>Knowing numbers (S)</b> <b>What are the chances? (S)</b></p>	<p>Number and place value Fractions and decimals Shape</p> <p><b>Place value, odd &amp; even numbers, fractions (S)</b></p>	<p>Location and transformation Geometric reasoning Number and place value, Money and financial mathematics</p> <p><b>Legend land (S)</b> <b>Location guided inquiry (S)</b></p>	<p>Money and financial mathematics Fractions and decimals Location and transformation</p> <p><b>Location and transformation (M)</b> <b>Fraction fit (S)</b></p>	<p>Using units of measurement Shape Fraction &amp; decimals Number and place value Patterns and algebra</p> <p><b>Marvellous measurement (S)</b> <b>Mass guided inquiry (S)</b></p>	<p>Fractions &amp; decimals Chance Data representation and interpretation Patterns &amp; algebra Number &amp; place value</p> <p><b>Deadly decimals (S)</b> <b>Data analysers (S)</b></p>	<p>Money and financial mathematics Shape Using units of measurement Number and place value</p> <p><b>Time guided inquiry (M)</b></p>
<b>SCIENCE</b>	<p><b>Here today gone tomorrow</b> Students explore natural processes and human activity that cause weathering and erosion of the earth’s surface. They will relate this to the local area.</p> <p><b>Soil erosion investigation</b></p>		<p><b>Ready, set, grow!</b> Students will investigate life cycles. They will examine relationships between living things and their dependence on the environment.</p> <p><b>Mapping life cycles in an interactive museum display</b></p> <p><i>(This unit is linked to Unit 1 Technology)</i></p>		<p><b>Material use</b> Students investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes.</p> <p><b>Properties affecting the use of ochres</b></p>		<p><b>Fast forces</b> Students will use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact of forces on objects.</p> <p><b>Portfolio : collection of work</b></p>	

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
History	<b>Investigating European exploration and the movement of peoples</b> Inquiry questions: <ul style="list-style-type: none"> <li>Why did the great journeys of exploration occur?</li> <li>Why did the Europeans settle in Australia?</li> </ul> <b>Collection of work – Life of a convict</b>				<b>Investigating the impact of colonisation</b> Inquiry questions: <ul style="list-style-type: none"> <li>What was life like for Aboriginal people and/or Torres Strait Islander peoples before the arrival of the Europeans?</li> <li>What was the nature and consequence of contact between Aboriginal people and/or Torres Strait Islander peoples and early traders, explorers and settlers?</li> </ul> <b>Research : experiences of the Eora peoples</b>			
Geography	<b>Exploring environments and places</b> Inquiry question: How does the environment support the lives of people and other living things? <b>Collection of work</b>				<b>Using places more sustainably</b> Inquiry questions: How do different views about the environment influence approaches to sustainability? How can people use places and environments more sustainably? <b>Research</b>			
Civics & Citizenship	<b>Belonging and contributing to the local community</b> Exploring the nature of citizenship, diversity and identity in contemporary society and the ways they can actively shape their lives, value their belonging in a diverse and dynamic society, and contribute to the local community. <b>Collection of work : short answers</b>							
TECHNOLOGY			<b>Investigating museum displays</b> Students will create an interactive display for a museum <b>Showcasing an animal for a museum</b> <i>(This unit is linked to Science unit 2 Ready set grow)</i>		<b>Responding to littering in the community (Technology as a human endeavour, Information, materials &amp; systems)</b> Students will investigate resources needed to create a board game about littering. <b>Board game</b> <i>(This unit is a combined Technology, The Arts and HPE unit) Under review</i>			
The Arts	<b>Sketching wildlife</b> Students will investigate the visual art techniques necessary to sketch wildlife <b>Sketch of a curlew</b> <i>(This unit is linked to unit 2 Science Ready set grow and Technology unit 1 Investigating museum displays)</i>				<b>Responding to littering in the community (Drama)</b> Students will investigate how the drama elements of voice, actions and facial expressions are used to maintain a role. <b>Drama performance</b> <i>(This unit is a combined Technology, The Arts and HPE unit) Under review</i> <i>Could link to English Unit 6 Rowan of Rinn</i>			
MUSIC	Elements taught across the year : Rhythm and metre, Pitch and melody ,Part work, Form and structure, Tone colour, Expressive elements, Listening See year level overviews for details							
HPE	<b>Making healthy choices</b> Students will investigate strategies to keep healthy and improve fitness. <b>Supervised assessment</b>				<b>Responding to littering in the community (Health)</b> Students will investigate health issues of littering. <b>Board game</b> <i>This unit is a combined Technology, The Arts and HPE unit) Under review</i>			
PA	Fitness fun Scoot scoot		Get set play - athletics Run, jump, throw - athletics		Hit it, catch it, throw it Kicking and passing		Let me entertain you Criss cross	

Year 5

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<b>ENGLISH</b>	<p><b>Examining literary texts</b> Students listen to, read and interpret a novel from the fantasy genre showing understanding of character development in relation to plot and setting.</p> <p><b>Analysing a main character from <i>The Forests of Silence</i> (M)</b></p>	<p><b>Creating fantasy characters</b> Students continue to read and interpret a fantasy novel showing understanding of character development</p> <p><b>Create a first chapter for a fantasy novel (S)</b></p>	<p><b>Examining media texts</b> Students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts.</p> <p><b>Comprehending a feature article (S)</b> <b>Create a multimodal feature article (S)</b> <i>(Linked to The Arts (Media) Unit 1)</i></p>	<p><b>Examining characters in animated film</b> Students listen to, read, view and interpret a range of animations including film and digital texts.</p> <p><b>Multimedia short story animation (S)</b> <i>(Linked to Technology unit 1)</i></p>	<p><b>Appreciating poetry</b> Students listen to, read and view a range of poems, songs, anthems and odes from different times to create a folio of responses.</p> <p><b>Poetry analysis folio (M)</b></p>	<p><b>Responding to poetry</b> Students listen to, read and view a range of poetry including narrative poems to create a transformation of a narrative poem into a digital multimodal narrative.</p> <p><b>Digital multimodal narrative (S)</b></p>	<p><b>Exploring narrative through novels and film</b> Students listen to, read and view films and novels with a range of characters involving flashbacks or shifts in time.</p> <p><b>Written comparison of film &amp; novel (S)</b></p>	<p><b>Reviewing narrative film</b> Students listen to and view narrative films and spoken, written and digital film reviews</p> <p><b>Panel discussion (M)</b></p>
<b>MATHS</b>	<p>Number and place value Chance Fractions and decimals Data representation and interpretation</p> <p><b>Exploring understanding of number (M)</b> <b>Digging into data (S)</b></p>	<p>Chance Number and place value Fractions and decimals Using units of measurement</p> <p><b>Accent on area (M)</b> <b>Conducting a chance experiment (M)</b> <b>Ticking away with time (M)</b> <b>Perfecting perimeter (M)</b> <b>Number crunch (S)</b></p>	<p>Number and place value Fractions and decimals, Location and transformation Shape</p> <p><b>Mastering multiples &amp; factors (M)</b> <b>Sailing through symmetry (M)</b> <b>Shaping up (M)</b> <b>Delivering decimals (S)</b></p>	<p>Geometric reasoning Location &amp; transformation Number and place value Patterns and algebra Data representation and transformation</p> <p><b>Generation geometry (S)</b> <b>Data mathematical inquiry (S)</b></p>	<p>Money and financial mathematics Location and transformation Number and place value</p> <p><b>Look at location (M)</b> <b>Stuart's simple savings (M)</b> <b>George and Janelle's Eggsc-ellent idea (S)</b></p>	<p>Using units of measurement Fractions and decimals Patterns and algebra Number and place value</p> <p><b>Reactions to fractions (M)</b> <b>Measurement Guided inquiry (S)</b> <b>Perfecting patterns (S)</b> <b>Year 5's great garden (S)</b></p>	<p>Chance Data representation and interpretation Using units of measurement Number and place value</p> <p><b>12 &amp; 24 hour time (M)</b> <b>What is the chance of that? (S)</b> <b>Fantastic factors and magnificent multiples (S)</b></p>	<p>Money and financial mathematics Geometric reasoning, Location &amp; transformation Fractions and decimals Number and algebra</p> <p><b>Location guided inquiry (M)</b></p>
<b>SCIENCE</b>	<p><b>Survival in the Australian environment</b> Students examine the structural features and behavioural adaptations that assist living things to survive in their environment.</p> <p><b>Create a creature (S)</b></p>		<p><b>Our place in the solar system</b> Students will describe the key features of our solar system. They will discuss scientific developments that have affected people's lives and describe details of contributions to our knowledge of the solar system from a range of people.</p> <p><b>Exploration of the solar system (S)</b></p>		<p><b>Now you see it</b> Students investigate the properties of light and the formation of shadows. They investigate reflection angles, how refraction affects perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects.</p> <p><b>Project : The aMAZEing trick (S)</b>  <i>(This unit is integrated with Technology Unit 2)</i></p>		<p><b>Matter matters</b> Students will broaden their classification of matter to include gases and begin to see how matter structures the world around them. They investigate the observable properties and behaviour of solids, liquids and gases.</p> <p><b>Investigation : Rates of evaporation (S)</b> <b>Exam: explaining solids, liquids and gases (S)</b></p>	
<b>History</b>	<p><b>Exploring the development of British colonies in Australia</b> Inquiry Questions:</p> <ul style="list-style-type: none"> <li>• What do we know about the lives of people in Australia's colonial past and how do we know?</li> <li>▪ How did an Australian colony develop over time and why?</li> <li>▪ How did colonial settlement change the environment?</li> </ul> <p><b>Collection of work – colonial life in Moreton Bay</b></p>				<p><b>Investigating the colonial period in Australia</b> Inquiry Questions:</p> <ul style="list-style-type: none"> <li>▪ What were the significant events and who were the significant people that shaped Australian colonies?</li> <li>▪ What do we know about the lives of people in Australia's colonial past and how do we know?</li> </ul> <p><b>Research : The gold rush</b></p>			

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<b>Geography</b>	<b>Exploring how people and places affect one another</b> Inquiry question: How do people and environments influence one another?  <b>Collection of work</b>				<b>Exploring how places are changed and managed by people</b> Inquiry questions: How do people influence the human characteristics of places and the management of spaces within them? How can the impact of bushfires or floods on people and places be reduced?  <b>Research</b> <i>(Linked to The Arts Unit 2 (Visual Art) and Health Unit 2)</i>			
<b>Civics &amp; Citizenship</b>					<b>Participating in Australia's democracy</b> Investigating the key values of Australia's liberal democratic system of government, such as freedom, equality, fairness and justice. Students learn about representative democracy and voting processes in Australia. Studying how laws affect the lives of citizens and investigating the role of groups in the community.  <b>Assessment folio</b>			
<b>Economics &amp; business</b>	<b>Exploring decision making in everyday life</b> Investigating a familiar personal or community economics or business issue they may experience in everyday life e.g. determining items to sell at a school disco  <b>Collection of work</b>							
<b>TECHNOLOGY</b>	<b>Short story animation</b> (Technology as a human endeavour, Resources) Students investigate resources necessary to create a short story animation.  <b>Short story animation</b> <i>(This unit is linked to English Unit 4 Examining characters in animated film)</i>				<b>Now you see it</b> (Technology as a human endeavour, Resources) Students will investigate materials necessary to create a device that utilises mirrors and/or lenses. They will investigate the use of the device, explain the properties of light that are used, and evaluate the effectiveness of the device  <b>Design and create a model:</b> <i>(This unit is linked to Unit 3 Science Now you see it)</i>			
<b>The Arts</b>	<b>Create a multimodal feature article (Media)</b>  Students investigate elements of media needed to create a multimedia feature article.  <i>(This unit is linked to English units 3)</i>				<b>Landscapes after a natural disaster</b> (Visual Art) Students investigate how colour and line show landscapes.  <b>Landscapes before and after a natural disaster</b>  <i>(This unit is linked to Geography unit 2 and Health Unit 2)</i>			
<b>MUSIC</b>	Elements taught across the year : Rhythm and metre, Pitch and melody ,Part work, Form and structure, Tone colour, Expressive elements, Listening See year level overviews for details							
<b>HPE</b>	<b>Emotional interactions</b>  Students review the information they know about establishing and keeping friendships and relationships  <b>Assignment : Emotional interactions</b>				<b>Cyclone safety</b> (Health) Students investigate aspects of health and safety during and after a cyclone.  <b>Cyclone safety kit</b> <i>(This unit is linked to Geography unit 2 and The Arts (Visual Art) Unit 2)</i>			
<b>PA</b>	Fitness fun Play 2 rhythm	Faster higher stronger People in motion		Master blaster Ultimate football		Tchoukball People in motion		

Year 6

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<b>ENGLISH</b>	<p><b>Short stories</b> Students listen to and read a range of short stories by different authors. They investigate and compare similarities and differences in the ways authors use text structure, language features and strategies to create humorous effects</p> <p><b>Reading comprehension (M)</b></p>	<p><b>Writing a short story</b> Students read and view short stories, and write a short story about a character who faces a conflict. Students will also reflect on the writing process when making and explaining editorial choices</p> <p><b>Writing and reflecting on a short story (S)</b></p>	<p><b>Examining advertising in the media</b> Students read, view and listen to advertisements in print and digital media. They understand how text features and language combine to persuasive effect.</p> <p><b>Reading comprehension (S)</b> <b>Multimodal advertisement (S)</b></p>	<p><b>Exploring news reports in the media</b> Students listen to, read and view a variety of news reports from television, radio and internet. They identify and analyse bias and the effectiveness of language devices that represent ideas and events and influence an audience</p> <p><b>Written response to a news report (S)</b></p>	<p><b>Interpreting literary texts</b> Students listen to, read and view extracts from literary texts set in earlier times.</p> <p><b>Reading comprehension (M)</b> <b>Letter to the future (S)</b></p>	<p><b>Exploring literary texts by the same author</b> Students listen to and read novels by the same author to identify language choices and author strategies used to influence the reader and author style.</p> <p><b>Panel discussion (S)</b></p>	<p><b>Comparing texts</b> Students listen to, read, view and analyse literary and informative texts on the same topic, exploring and evaluating how topics and messages are conveyed.</p> <p><b>Written : Arguing a point of view (S)</b></p>	<p><b>Transforming a text</b> Students read and compare literary and informative texts such as websites or information books that deal with a sustainability issue</p> <p><b>Transforming a text (M)</b></p>
<b>MATHS</b>	<p>Number &amp; place value Fractions and decimals Data representation &amp; interpretation Chance</p> <p><b>Data decoder (S)</b></p>	<p>Using units of measurement Number &amp; place value Fractions and decimals Money and financial mathematics</p> <p><b>Rodeo roundup (S)</b></p>	<p>Fractions &amp; decimals Shape Using units of measurement Number &amp; place value</p> <p><b>Shape &amp; measurement guided inquiries (S)</b></p>	<p>Patterns and algebra Number and place value Fractions and decimals Geometric reasoning</p> <p><b>Investigating angles (S)</b> <b>Order of operations (S)</b></p>	<p>Money and financial mathematics Number &amp; place value Location &amp; transformation</p> <p><b>Number properties, patterns and computation (S)</b></p>	<p>Fractions and decimals Using units of measurement Patterns and algebra</p> <p><b>Solving measurement problems (S)</b></p>	<p>Chance Data representation and interpretation Patterns and algebra Number and place value</p> <p><b>Is the game “Dice Difference” fair? (S)</b></p>	<p>Data representation &amp; interpretation Fractions and decimals Geometric reasoning Location and transformation</p> <p><b>Data guided inquiry (S)</b></p>
<b>SCIENCE</b>	<p><b>Our changing world</b> Students explore how sudden geological and extreme weather events can affect Earth's surface. They consider the effects of earthquakes and volcanoes on the Earth's surface and how communities are affected by these events</p> <p><b>Exam : natural events and change</b></p> <p><i>(Linked to Technology Unit 1)</i></p> <p><b>Was Unit 3</b></p>		<p><b>Reversible or irreversible?</b> Students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions</p> <p><b>Assignment: Reversible or irreversible?</b></p> <p><b>Was Unit 1</b></p>		<p><b>Energy &amp; electricity</b> Students investigate electrical circuits as a means of transferring and transforming electricity. They design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely</p> <p><b>Assignment : energy and electricity</b></p> <p><i>(Linked to Technology unit 2)</i></p> <p><b>Was Unit 2</b></p>		<p><b>Life on Earth</b> Students explore the environmental conditions that affect the growth and survival of living things. They consider human impact on the environment and how science knowledge can be used to inform personal and community decisions.</p> <p><b>Investigation : Mouldy bread (S)</b></p>	

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
History	<b>Exploring the development of the Australian nation</b> Inquiry questions: <ul style="list-style-type: none"> <li>Why and how did Australia become a nation?</li> <li>How did Australian society change throughout the twentieth century?</li> </ul> <b>Collection of work : Australian nation</b>				<b>Investigating the emergence of Australia as a diverse society</b> Inquiry questions: <ul style="list-style-type: none"> <li>Who were the people who came to Australia? Why did they come?</li> <li>What contribution have significant individuals and groups made to the development of Australian society?</li> </ul> <b>Research : Migrant experiences</b>			
Geography	<b>Exploring a diverse world</b> Inquiry question: How do places, people and cultures differ across the world? <b>Collection of work</b>				<b>Exploring Australia’s connections with other countries</b> Inquiry questions: What are Australia’s global connections between people and places? How do people’s connections to places affect their perception of them? <b>Research – written report</b>			
Civics & Citizenship	<b>Participating in Australia’s democracy</b> Investigating the key values of Australia’s liberal democratic system of government, such as freedom, equality, fairness and justice. Students learn about representative democracy and voting processes in Australia. Studying how laws affect the lives of citizens and investigating the role of groups in the community. <b>Assignment folio</b>							
Economics & business					<b>Making decisions to benefit my community</b> Investigating a familiar community or regional economics or business issue that may affect the individual or community e.g. making a mobile phone purchase, how to use a community space <b>Assignment folio</b>			
TECHNOLOGY	<b>Natural disasters</b> Students will investigate the ICT tools and resources needed to create an informative power point presentation  <b>Power point presentation</b>  <i>(Linked to Science unit 1 Our changing world )</i>				<b>Energy and electricity</b> (Technology as a human endeavour, Resources) Students will investigate materials that are suitable to make a torch <b>Creating a torch</b> <i>(This unit is linked to Science unit 3 Energy and electricity)</i>			
The Arts	<b>Examining advertising in the media</b> (Media) Students will investigate elements of the media such as still and moving images, sounds and words to discover how they are applied and modified to construct media texts  <b>Digital multimodal advertisement, including written, spoken, and visual elements</b> <i>This unit is linked to the C2C English unit for term 2 Examining advertising in the media</i>				<b>Landscapes</b> Students will investigate how colour is used to create depth, representation and symbolism and how line is used to create proportion in landscapes.  <b>Landscapes before and after a natural disaster</b> <i>This unit is integrated with the Technology unit and is linked to Science Unit 3 Our changing world</i>			
Music	Elements taught across the year : Rhythm and metre, Pitch and melody ,Part work, Form and structure, Tone colour, Expressive elements, Listening See year level overviews for details							

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
<b>HPE</b>	<b>Building on our strengths</b> (Health and Personal development) Students will use the keys to success to improve personal and co-operative skills.  <b>Problem solving scenario</b> <i>This unit is linked to the existing "You Can Do It" Program, which focuses on organisation, resilience, confidence, and getting along.</i>				<b>The Burning Issue</b> (Health) Students will investigate the facts and issues surrounding the smoking of tobacco.  <b>Complete a booklet about the reasons why people smoke, the effects of smoking and strategies to persuade people not to smoke.</b> <i>(This unit is based on the Life Education Program, "The Burning Issue") <b>Under review</b></i>			
<b>PA</b>	Fitness fun Play 2 rhythm		Faster higher stronger People in motion		Master blaster Ultimate football		Games of the east People in motion	
<b>LOTE</b>	Myself (name, age, numbers, greetings)  Chinese culture		My family and pets (sentence structure, animals)  Chinese culture		Nationality (Likes and dislikes)  Chinese culture		I can speak and write Chinese  Chinese culture	