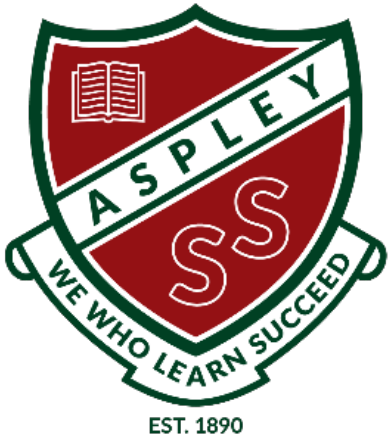
Whole-School Curriculum Overview

Aspley State School



P-6 English Overview

Prep	Semester 1		Semester 2	
Unit Overview	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**
	Enjoying Our New World In this unit 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.	**Enjoying and Retelling Stories** In this unit, 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.	**Interacting with Others** In this unit 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	**Responding to Texts** In this unit, 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 that includes illustrations.

Year 1	Semester 1		Semester 2		
Unit Overview	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 3**
	Exploring how a story works In this unit students listen to, read and view a range of written picture books, including stories from Aboriginal cultures and Torres Strait Islander cultures. They retell events of a familiar story using text structure and repetition. Students respond to imaginative stories making connections between personal experiences and the text	**Exploring characters in stories** In this unit 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.	**Retelling cultural stories** 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.	**Creating digital procedural texts** Students listen to, read, view and interpret traditional and digital multimodal texts to explore the language features and text structures of procedural texts in imaginative and informative contexts. They create a digital multimodal procedure from a literary context. Students explore a series of picture books with persuasive features and create a digital multimodal innovation of an imaginative text that includes persuasion.	**Engaging with poetry** In this unit 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.

Year 2	Semester 1		Semester 2		
Unit Overview	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 6**	***Unit 1**
	Stories of families and friends Students explore texts to analyse how stories convey a message about issues that relate to families and friends. Students write an imaginative new narrative about family relationships and/or friendships for a familiar animal character.	**Exploring characters** Students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts. They compare how similar characters are depicted in two literary texts and write a text expressing a preference for one character, giving reasons.	**Exploring procedural 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	**Exploring plot and characterisation in stories** Students explore a variety of stories in picture books and from other cultures to explore how stories use plot and characterisation to entertain and engage an audience. Students create a written imaginative event to be added to a familiar narrative, with appropriate images that match the text.	**Poetry** Students read and listen to a range of poems to create a poetry innovation. Students present their poem or rhyme to a familiar audience and explain their preference for aspects of poems.

Year 3	Semester 1		Semester 2	
Unit Overview	**Unit 2**	**Unit 3**	**Unit 5**	**Unit 6**
	Investigating characters Students listen to, view and read a novel to explore the authors' use of descriptive language in the construction of characters. They complete a reading log that analyses characters from the novel. Students read an extract from the novel and answer questions using comprehension strategies to build literal and inferred meaning of the text. They write a short imaginative narrative based on a familiar theme.	**Exploring character and setting in texts** Students listen to, read, view and analyse informative and literary texts. They create and present a spoken procedure in the role of a character. They make inferences about characters and settings and draw connections between the text and their own experiences. Students write a persuasive letter that links to the literary text.	**Examining imaginative texts** Students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual features used to suit context, purpose and audience. They create a multimodal imaginative text.	**Reading, writing and performing poetry** Students listen to, read, view and adapt Australian poems. They analyse texts by exploring the context, purpose and audience and how language features and language devices can be adapted to create new meaning.

Year 4	Semester 1		Semester 2		
Unit Overview	**Unit 1**	**Unit 3**	**Unit 5**	**Unit 6**	**Unit 2**
	Investigating author's language in a familiar narrative Students read a narrative and examine and analyse the language features and techniques used by the author. They create a new chapter for the narrative for an audience of their peers.	**Examining traditional stories** In this unit students read and analyse traditional stories from Asia and from Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. They will demonstrate understanding by identifying structural and language features, finding literal and inferred meaning and explaining the message or moral in traditional stories. Students will plan and write a multimodal traditional story, which includes a moral for a younger audience.	**Exploring a quest novel** Students read and analyse a quest novel. Throughout the unit, students are monitored as they post comments and respond to others' comments in a discussion board to demonstrate understanding of the quest novel. Students will also write a short response explaining how the author represents the main character in an important event in the quest novel.	**Examining persuasion in advertisements and product packaging** In this unit students will understand how to recognise and analyse characteristic ideas, and persuasive techniques including language features and devices, audio effects and visual composition in advertisements and their impact on the target audience. Students will understand how to use appropriate metalanguage to describe the effects of persuasive techniques used on a breakfast cereal package and report these to peers. Students will use word processing software tools to manipulate text and images to create an effective composition for a breakfast cereal and write a text to promote their cereal.	**Examining humour in poetry** In this unit, students will read and listen to a range of humorous poems by different authors. They will identify structural features and poetic language devices in humorous poetry. They will use this knowledge to innovate on poems and evaluate the poems by expressing a personal viewpoint using evidence from the poem.

Year 5	Semester 1		Semester 2	
Unit Overview	**Unit 1**	**Unit 2**	**Unit 5**	**Unit 6**
	Examining and creating fantasy texts 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.	**Examining media texts** Students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts. Students apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts. They create a digital, multimodal feature article, including written and visual elements, from a particular viewpoint.	**Responding to poetry** Students listen to, read and view a range of poetry, including narrative poems, to create a transformation of a narrative poem to a digital multimodal narrative.	**Exploring narrative through novels and film** Students listen to, read and view films and novels with a range of characters and involving flashbacks or shifts in time. They demonstrate understanding of the depiction of characters, setting and events in a chosen film. They create a written comparison of a novel and the film adaptation. Students listen to and view narrative films and spoken, written and digital film reviews, to create a written film review of a chosen film. Students express and justify opinions about aspects of the novels and films during group discussions.

Year 6	Semester 1		Semester 2	
Unit Overview	**Unit 1**	**Unit 2**	**Unit 4**	**Unit 5**
	Short stories Students listen to and read short stories by different authors. They investigate the ways authors use text structure, language features and strategies to create humorous effects. Students complete a comprehension task about a particular short story and other short stories they have read. They write a short story about a character that faces a conflict. Students also reflect on the writing process when making and explaining editorial choices	**Examining advertising in the media** 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	**Interpreting Literary Texts** Students listen to, read and view extracts from literary texts set in earlier times. They demonstrate their understanding of how the events and characters are created within historical contexts. They create a literary text that establishes time and place for the reader and explores personal experiences.	**Exploring literary texts by the same author** Students listen to and read novels by the same author to identify language choices and author strategies used to influence the reader. They compare two novels by the same author to identify aspects of author style. Students prepare a response analysing author style in the novel, and participate in a panel discussion.

P-6 Mathematics Overview

Prep Unit Overview	Semester 1		Semester 2	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
	Students have opportunities to develop understandings of: • Number and place value — recall counting in ones, identify numbers in the environment, represent quantities, compare numbers, recall counting sequences, visualise arrangements to five, match numerals to quantities, count forwards and backwards from different starting points, compare quantities using 'more', 'less', 'same', identify numbers before, after and next in a sequence, order quantities and numerals Patterns and algebra — identify how objects are similar or different, sort objects based on similar features, identify a rule for a 'sort', identify questions, identify patterns in the environment, copy and describe simple patterns, identify patterns within counting sequences • Using units of measurement — sequence stages within an activity, compare duration of events using time language, directly compare the size of objects, describe the objects • Location and transformation — use positional language to describe location, identify positional opposites, and represent locations with models and images.	**Students have opportunities to develop understandings of:** • Number and place value — count to identify how many, recall forwards and backwards counting sequences, compare quantities, connect number names, numerals and quantities, represent quantities, partition quantities, subitise collections to five • Patterns and algebra — describe repeating patterns, continue repeating patterns, describe repeating patterns using number Using units of measurement — compare the length of objects using direct comparison, compare the height of objects, describe the thickness and length of objects, compare the length of objects using indirect comparison, compare and order durations, order daily events • Shape — describe lines, describe familiar two-dimensional shapes, compare and sort objects based on shape and function, construct using familiar three-dimensional objects, explore two-dimensional shapes • Location and transformation — identify positions, describe movement, give and follow movement directions, explore locations • Data representation and interpretation — use questions to collect information.	**Students have opportunities to develop understandings of:** • 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 • Patterns and algebra — identify, copy, continue and describe growth patterns, describe equal quantities 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 • Data representation and interpretation — identify questions, answer yes/no questions, use data displays to answer simple questions	**Students have opportunities to develop understandings of:** • Number and place value — count forwards and backwards from different starting points; represent quantities; compare quantities, match number names, numerals and quantities; identify parts in a collection; identify addition; join collections; represent addition experiences; make equal groups. • Using units of measurement — directly and indirectly compare the mass, length and capacity of objects; directly and indirectly compare the duration of events • Location and transformation — describe position, describe direction.

Year 1 Unit Overview	Semestrer 1		Semester 2	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
	Students develop understandings of: • Number and place value — count numbers, represent the ones counting sequence to and from 100 from any starting point, represent and record the twos counting sequence, represent and order 'teen' numbers, show standard partitioning of teen numbers, flexibly partition teen numbers, describe teen numbers referring to the ten and ones, describe growing patterns, represent two-digit numbers, represent, record and solve simple addition and subtraction problems, investigate parts and whole of quantities, investigate subtraction and explore commutativity • Using units of measurement — sequence days of the week and months of the year, investigate the features and function of calendars, record significant events, compare time durations, investigate length, compare lengths using direct comparisons, make indirect comparisons of length measure lengths using uniform informal units • Chance — describe the outcomes of familiar events • Data representation and interpretation — ask a suitable question for gathering data, gather, record and represent data.	**Students develop understandings of:** • Number and place value — represent and record counting sequences, partition two-digit numbers, represent and record the tens number sequence, investigate quantities and equality, represent two-digit numbers, standard partitioning of two-digit numbers, model double facts, identify and describe addition and subtraction situations, apply addition strategies, solve subtraction problems, connect addition and subtraction, represent, record and solve simple addition problems • Fractions and decimals — investigate wholes and halves, partition to make equal parts • Money and financial mathematics — explore features of Australian coins • Patterns and algebra — investigate and describe repeating and growing patterns, connect counting sequences to growing patterns, represent the tens number sequence, represent and record counting sequences, describe number patterns • Using units of measurement — describe the duration of an hour, explore and tell time to the hour • Shape — investigate the features of three-dimensional objects and two-dimensional shapes, and describe two-dimensional shapes and three-dimensional objects • Location and transformation — explore and describe location, investigate and describe position, direction and movement, interpret directions.	**Students develop understandings of:** • Number and place value — recall, represent and count collections; position and locate numbers on linear representations; represent and record two-digit numbers; identify digit values; flexibly partition two-digit numbers; partition numbers into more than two parts; add single and two-digit numbers; represent, record and solve simple addition and subtraction problems • Money and financial mathematics - recognise, describe and order Australian coins according to their value • Patterns and algebra — recall the ones, twos and tens counting sequences; identify number patterns; represent the fives number sequence • Using units of measurement • compare and measure lengths using uniform informal units, order objects based on length, explore capacity, measure capacity using uniform informal units, order objects based on capacity, describe duration in time, tell time to the half hour, represent times on digital and analogue clocks • Shape — identify and describe familiar two- dimensional shapes, describe geometric features of three- dimensional objects • Location and transformation • give and follow directions; investigate position, direction and movement.	**Students develop understandings of:** • Number and place value — count collections beyond 100; describe patterns created by skip counting; skip count in 1s, 2s, 5s and 10s; identify missing elements; identify standard place value partitions of two-digit numbers; record numerals and number names for two-digit numbers; position and locate two-digit numbers on a number line; partition a number into more than two parts; explain how the order of parts does not affect the total; identify compatible numbers to 10; use compatible numbers to ten to add, describe addition and subtraction processes; use addition facts to solve problems; subtract a multiple of ten from a two-digit number; identify unknown parts in addition and subtraction; solve addition and subtraction problems mental strategies for addition and subtraction problems; recall addition and subtraction number facts • Fractions and decimals — identify one half • Patterns and algebra — describe and represent growing patterns, apply a pattern rule to continue a growing pattern, describe patterns resulting from addition and subtraction, represent addition and subtraction number patterns • Chance — identify the chance of events occurring, predict outcomes of familiar events • Data representation and interpretation • — ask suitable questions to collect data, collect and represent data

Year 2 Unit Overview	Semester 1		Semester 2	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
	Students develop understandings of: • Number and place value — count collections in groups of ten; represent two-digit numbers; read and write two-digit numbers; connect two-digit number representations; partition two-digit numbers; use the twos, fives and tens counting sequence; investigate twos, fives and tens number sequences; represent addition and subtraction; use part-part-whole relationships to solve problems; connect part-part-whole understanding to number facts; recall addition number facts; add strings of single-digit numbers; add two-digit numbers; represent multiplication and division; solve simple multiplication and division problems • Using units of measurement — order days of the week and months of the year, use calendars to record and plan significant events, connect seasons to the months of the year, compare lengths using direct comparison, compare lengths using indirect comparison, measure and compare lengths using non-standard units • Chance — identify everyday events that involve chance; describe chance outcomes; describe events as likely, unlikely, certain, impossible	**Students develop understandings of:** • Number and place value — recall addition and subtraction number facts, represent two-digit numbers, partition two-digit numbers into place value parts, represent addition situations, describe part-part-whole relationships, add and subtract single- and two-digit numbers, solve addition and subtraction problems, represent multiplication, represent division, solve simple grouping and sharing problems Fractions and decimals — represent halves, quarters and eighths of shapes, describe the connection between halves, quarters and eighths, and solve simple number problems involving halves, quarters and eighths • Money and financial mathematics — describe the features of Australian coins, count coin collections, identify equivalent combinations, identify $5 and $10 notes, count small collections of coins and notes • Patterns and algebra — identify the threes counting sequence, describe number patterns, identify missing elements in counting patterns, and solve simple number pattern problems	**Students develop understandings of:** • Number and place value — count to and from 1 000, represent three-digit numbers, compare and order three-digit numbers, partition three-digit numbers, read and write three-digit numbers, recall addition number facts, identify related addition and subtraction number facts, add and subtract with two-digit numbers, represent multiplication and division, use multiplication to solve problems and count large collections • Fractions and decimals — divide shapes and collections into halves, quarters and eighths, solve simple fraction problems • Money and financial mathematics — count collections of coins and notes, make and compare money amounts, read and write money amounts • Using units of measurement — compare and order objects, measure length, area and capacity using informal units, identify purposes for calendars and explore seasons and calendars Location and transformation — describe the effect of one-step transformations, including turns, flips and slides, identify turns, flips and slides in real-world situations	**Students develop understandings of:** • Number and place value — recall addition and subtraction number facts, use the inverse relationship, identify compatible numbers, add single-digit and two-digit numbers, add three-digit numbers and subtract two-digit numbers, identify related addition and subtraction facts, use place value to solve addition and subtraction problems • Fractions and decimals — identify halves, quarter and eighths of shapes and collections • Patterns and algebra — describe number patterns, investigate addition pattern sequences Using units of measurement — directly compare mass of objects; use informal units to measure mass, length, area and capacity of objects and shapes; compare and order objects and shapes based on a single attribute; tell time to the quarter-hour • Shape — draw and describe two-dimensional shapes, describe the features of three-dimensional objects • Location and transformation — identify half and quarter turns, represent flips and slides, interpret simple maps • Chance — predict the likelihood of an event based on data

Year 3 Unit Overview	Semester 1		Semester2	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
	Students develop understandings of: • Number and place value — count to 1 000; investigate the 2s, 3s, 5s and 10s number sequences; identify odd and even numbers; represent three- digit numbers; compare and order three-digit numbers; partition numbers (standard and non-standard place value partitioning); recall addition facts and related subtraction facts; represent and solve addition problems; add two-digit, single-digit and three-digit numbers; subtract two- digit and three-digit numbers; represent multiplication; solve simple problems involving multiplication; recall multiplication number facts • Using units of measurement — tell time to five-minute intervals; identify one metre as a standard metric unit; represent a metre; measure with metres • Chance — conduct chance experiments; describe the outcomes of chance experiments; identify variations in the results of chance experiments • Data representation and interpretation collect simple data; record data in lists and tables; display data in a column graph; interpret and describe outcomes of data investigations	**Students develop understandings of:** • Number and place value — compare and order three-digit numbers, partition three-digit numbers into place value parts, investigate 1 000, count to and beyond 1 000, use place value to add and subtract numbers, recall addition number facts, add and subtract three-digit numbers, add and subtract numbers eight and nine, solve addition and subtraction word problems, double and halve multiples of ten • Fractions and decimals — describe fractions as equal portions or shares; represent halves, quarters and eighths of shapes and collections; represent thirds of shapes and collections • Money and financial mathematics — count collections of coins and notes, make and match equivalent combinations, calculate change from simple transactions, solve a range of simple problems involving money • Patterns and algebra — infer pattern rules from familiar number patterns, identify and continue additive number patterns, identify missing elements in number patterns • Shape — identify and describe the features of familiar three- dimensional objects, make models of three dimensional objects • Location and transformation — represent positions on a simple grid map, show full, half and quarter turns on a grid map, describe positions in relation to key features, represent movement and pathways on a simple grid map • Geometric reasoning — identify angles in the environment, construct angles with materials, compare the size of familiar angles in everyday situations.	**Students develop understandings of:** • Number and place value — count and sequences beyond 1 000, represent, combine and partition three-digit and four-digit numbers flexibly, use place value to add (written strategy), represent multiplication as arrays and repeated addition, identify part-part- whole relationships in multiplication and division situations, add and subtract two-digit numbers and three-digit numbers, recall multiplication number facts, identify related division number facts, make models and use number sentences that represent problem situations, recall addition and subtraction facts, identify and describe the relationship between addition and subtraction, choose appropriate mental strategies to add and subtract Fractions and decimals — represent and compare unit fractions, represent and compare unit fractions of shapes and collections, represent familiar unit fractions symbolically, solve simple problems involving, halves, thirds, quarters and eighths • Money and financial mathematics — represent money amounts in different ways, compare values, count collections of coins and notes accurately and efficiently, choose appropriate coins and notes for shopping situations, calculate change and simple totals • Patterns and algebra — identify number patterns to 10 000, connect number representations with number patterns, use number properties to continue number patterns, identify pattern rules to find missing elements in patterns • Using units of measurement — use familiar metric units to order, compare and measure objects, and measure and record using metric units, explain measurement choices, measure length using part units and centimetres, represent time to the minute on digital and analog clocks, telling time to five minutes and minute, transfer knowledge	**Students develop understandings of:** • Number and place value — recall addition and related subtraction number facts, use number facts to add and subtract larger numbers, use part-part-whole thinking to interpret and solve addition and subtraction word problems, add and subtract using a written place value strategy, recall multiplication and related division facts, multiply two-digit numbers by single-digit multipliers, interpret and solve multiplication and division word problems • Fractions and decimals — identify, represent and compare familiar unit fractions and their multiples (shapes, objects and collections), record fractions symbolically, recognise key equivalent fractions, solve simple problems involving fractions • Money and financial mathematics — count the change required for simple transactions to the nearest five cents • Using units of measurement — measure, order and compare objects using familiar metric units of length, mass and capacity • Shape — make models of three-dimensional objects • Location and transformation — represent symmetry, interpret simple maps and plans • Geometric reasoning — identify angles as measures of turn, compare angle sizes in everyday situations • Chance — conduct chance experiments, make predictions based on data displays • Data representation and interpretation — identify questions of interest based on one categorical variable, gather data relevant to a question, organise and represent data, and interpret data displays.

			of time to real-life contexts • Location and transformation — describe and identify examples of symmetry in the environment, fold shapes and images to show symmetry, classify shapes as symmetrical and non-symmetrical.	

Year 4 Unit Overview	Semester 1		Semester 2	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
	Students develop understandings of: • Number and place value — make connections between representations of numbers, partition and combine numbers flexibly, recall multiplication facts, formulate, model and record authentic situations involving operations, compare large numbers, generalise from number properties and results of calculations, derive strategies for unfamiliar multiplication and division tasks • Fractions and decimals — communicate sequences of simple fractions • Patterns and algebra — use properties of numbers to continue patterns Using units of measurement — use appropriate language to communicate times, compare time durations and use instruments to accurately measure lengths • Chance —compare dependent and independent events, describe probabilities of everyday events • Data representation and interpretation — collect and record data, communicate information using graphical displays and evaluate the appropriateness of different displays.	**Students develop understandings of:** • Number and place value — recognise, read and represent 5- digit numbers, identify and describe place value in five-digit numbers, partition numbers using standard and non-standard place value parts, compare and order 5-digit numbers, identify odd and even numbers, make generalisations about the properties of odd and even numbers, make generalisations about adding, subtracting, multiplying and dividing odd and even numbers, recall of 3s, 6s, 9s facts, solve multiplication and division problems, use informal recording methods for calculations, apply mental and written strategies to computation • Fractions and decimals — revisit and develop understanding of proportion and relationships between fractions in the halves family and thirds family, count and represent fractions on number lines, represent fractions using a range of models, solve fraction problems in familiar contexts • Money and financial mathematics — read and represent money amounts, investigate change, rounding to five cents, explore strategies to calculate change, solve problems involving purchases and the calculation of change, explore Asian currency and calculate foreign currencies. • Shape — explore properties of polygons and quadrilaterals, identify combined shapes, investigate properties of shapes within tangrams, create polygons and combined shapes using tangrams • Location and transformation — investigate the features on maps and	**Students develop understandings of:** • Number and place value — interpret number representations, sequence number values, apply number concepts and place value understanding to the calculation of addition, subtraction, multiplication and division, develop fluency with multiplication fact families., apply mental and written computation strategies, recall multiplication and division facts and apply place value to partition and regroup numbers to assist calculations • Fractions and decimals — partition to create fraction families, identify, model and represent equivalent fractions, count by fractions, solve simple calculations involving fractions with like denominators, model and represent tenths and hundredths, make links between fractions and decimals, count by decimals, compare and sequence decimals • Money and financial mathematics — represent, calculate and round amounts of money required for purchases and change • Patterns and algebra — use equivalent addition and subtraction number sentences to find unknown quantities • Using units of measurement — use scaled instruments to measure and compare length, mass, capacity and temperature, measure areas using informal units and investigate standard units of measurement • Shape — compare the areas of regular and irregular shapes using informal units of area measurement • Location and transformation — investigate	**Students develop understandings of:** • Number and place value — calculate addition and subtraction using a range of mental and written strategies, recall multiplication and related division facts, calculate multiplication and division using a range of mental and written strategies, solve problems involving the four operations, use estimation and rounding, apply mental strategies, add, subtract, multiply and divide two- and three-digit numbers • Fractions and decimals — count and identify equivalent fractions, locate fractions on a number line, read and write decimals, identify fractions and corresponding decimals, compare and order decimals (to hundredths) Money and financial mathematics — calculate change to the nearest five cents, solve problems involving purchases • Patterns and algebra —use equivalent multiplication and division number sentences to find unknown quantities • Using units of measurement — use am and pm notation, solve simple time problems • Shape — measure area of shapes, compare the areas of regular and irregular shapes by informal means • Data representation and interpretation • — write questions to collect data, collect and record data, display and interpret data.

		plans, identify the need for legends, investigate the language of location, direction and movement, find locations using turns and everyday directional language, identify cardinal points of a compass, investigate compass directions on maps, investigate the purpose of scale, apply scale to maps and plans, explore mapping conventions, plan and plot routes on maps, explore appropriate units of measurement and calculate distances using scales • Geometric reasoning — identify angles, construct and label right angles, identify and construct angles not equal to a right angle, mark angles not equal to a right angle	different types of symmetry, analyse and create symmetrical designs.	

Year 5 Unit Overview	Semester 1		Semester 2	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
	Students develop understandings of: • Number and place value — make connections between factors and multiples, identify numbers that have 2, 3, 5 or 10 as factors, represent multiplication using the split and compensate strategy, choose appropriate procedures to represent the split and compensate strategy of multiplication, use a written strategy for addition and subtraction, round and estimate to check the reasonableness of answers, explore mental computation strategies for division, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies and make generalisations Fractions and decimals — use models to represent fractions, count on and count back using unit fractions, identify and compare unit fractions and solve problems using unit fractions, add and subtract simple fractions with the same denominator • Using units of measurement — investigate time concepts and the measurement of time, read & represent 24-hour time, measure dimensions, estimate and measure the perimeters of rectangles, investigate area metric units of measurement, estimate and calculate area of rectangles • Chance — identify and describe possible outcomes, describe equally likely outcomes, represent probabilities of outcomes using fractions, conduct a chance experiment and investigate the fairness of a game • Data representation and interpretation • — build an understanding of data, develop the skill of defining numerical & categorical data, generate sample questions, explain why data is either numerical or categorical, develop an understanding of why data is collected, choose appropriate methods to record data, interpret data, generalise by composing summary statements about data	**Students develop understandings of:** • Number and place value — round and estimate to check the reasonableness of answers, explore and apply mental computation strategies for multiplication and division, solve multiplication and division problems with no remainders, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems and explore and identify factors and multiples • Fractions and decimals — make connections between fractional numbers and the place value system and represent, compare and order decimals Patterns and algebra — create and continue patterns involving whole numbers, fractions and decimals, explore strategies to find unknown quantities • Shape — apply the properties of 3D objects to make connections with a variety of two-dimensional representations of 3D objects, represent 3D objects with 2D representations • Location and transformation — investigate and create reflection and rotation symmetry, describe and create transformations using symmetry, transform shapes through enlargement and describe the features of transformed shapes • Geometric reasoning — identify the components of angles, compare & estimate the size of angles to establish benchmarks, construct & measure angles • Data representation and interpretation — explore methods of data representations to construct & interpret data displays, reason with data	**Students develop understandings of:** • Number and place value — round and estimate to check if an answer is reasonable, use written strategies to add and subtract, use an array to multiply one- and two-digit numbers, use divisibility rules to divide, solve problems involving computation and apply computation to money problems, adds and subtracts using metal and written strategies including the right-to-left strategy, multiplies whole numbers and divides by a one- digit whole number with and without remainders • Fractions and decimals — makes connections between fractions and decimals, compares and orders decimals Money and financial mathematics — investigate income and expenditure, calculate costs, investigate savings and spending plans, develop and explain simple financial plans • Patterns and algebra — creates, continues and identifies the rule for patterns involving the addition and subtraction of fractions, use number sentences to find unknown quantities involving multiplication and division • Using units of measurement — chooses appropriate units for length, area, capacity and mass, measures length, area, capacity and mass, problem solves and reasons when applying measurement to answer a question • Location and transformation — explore mapping conventions, interpret simple maps, use alphanumeric grids to locate landmarks and plot points, describe symmetry, create symmetrical designs & enlarge shapes.	**Students develop understandings of:** Number and place value — apply mental and written strategies to solve addition, subtraction, multiplication and division problems, identify and use factors and multiples, apply computation skills, use estimation and rounding to check reasonableness, solve problems involving addition, subtraction, multiplication and division, use efficient mental and written strategies to solve problems • Fractions and decimals — apply decimal skills, that the place value system can be extended beyond hundredths, compare order and represent decimals, locate decimals on a number line, extend the number system to thousandths and beyond • Money and financial mathematics — create simple budgets, calculate with money, identify the GST component of invoices and receipts, make financial decisions • Using units of measurement — read and represent 24-hour time, convert between 12- and 24-hour time • Location and transformation — explore maps and grids, use a grid to describe locations, describe positions using landmarks and directional language • Geometric reasoning — estimate and measure angles, construct angles using a protractor • Chance — list possible outcomes of chance experiments, describe and order chance events, express probability on a numerical continuum, compare predictions with actual data, apply probability to games of chance, make predictions in chance experiments • Data representation and interpretation • — explore types of data, investigate an issue (design data-collection questions and tools, collect data, represent as a column graph or dot plot, interpret and describe data to draw a conclusion).

Year 6 Unit Overview	Semester 1		Semester 2	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
	Students develop understandings of: • Number and place value - Identify and describe properties of prime and composite numbers, select and apply mental and written strategies to problems involving all four operations • Fractions and decimals - Order and compare fractions with related denominators, add and subtract fractions with related denominators, calculate the fraction of a given quantity and solve problems involving the addition and subtraction of fractions Money and financial mathematics - investigate and calculate percentage discounts of 10%, 25% and 50% on sale items. • Using units of measurement - solve problems involving the comparison of lengths and areas, and interpret and use timetables • Chance - Represent the probability of outcomes as a fraction or decimal and conduct chance experiments. • Data representation and interpretation • - Revise different types of data displays, interpret data displays, investigate the similarities and differences between different data displays, identify the purpose and use of different displays and identify the difference between categorical and numerical data.	**Students develop understandings of:** • Number and place value - select and apply mental and written strategies and Digital Technologies to solve problems involving multiplication and division with whole numbers, and identify, describe and continue square and triangular numbers. • Fractions and decimals - apply mental and written strategies to add and subtract decimals, solve problems involving decimals, make generalisations about multiplying whole numbers and decimals by 10, 100 and 1 000, apply mental and written strategies to multiply decimals by one-digit whole numbers, and locate, order and compare fractions with related denominators and locate them on a number line. • Patterns and algebra - continue and create sequences involving whole numbers and decimals, describe the rule used to create these sequences and explore the use of order of operations to perform calculations. • Using units of measurement - make connections between volume and capacity • Shape - problem solve and reason to create nets and construct models of simple prisms and pyramids. Geometric reasoning - make generalisations about angles on a straight line, angles at a point and vertically opposite angles, and use these generalisations to find unknown angles.	**Students develop understandings of:** • Number and place value - identify and describe properties of prime, composite, square and triangular numbers, multiply and divide using written methods including a standard algorithm, solve problems involving all four operations with whole numbers, compare and order positive and negative integers. • Fractions and decimals - add and subtract fractions with related denominators, calculate a fraction of a quantity, multiply and divide decimals by powers of ten, add and subtract decimals, multiply decimals by whole numbers, divide numbers that result in tenths and hundredths, and solve problems involving fractions and decimals. • Money and financial mathematics - connect fractions and percentage, calculate percentages and discounts, calculate discounts of 10%, 25% and 50% on sale items. • Patterns and algebra - create and complete sequences involving fractions and decimals, describe the rule used to create the sequence and apply the order of operations to aid calculations when solving problems. • Using units of measurement - connect decimals to the metric system, convert between units of measure, compare length and solve problems involving length and area and connect volume and capacity. Location and transformation - identify the four quadrants on a Cartesian plane, plot and locate ordered pairs in all four quadrants, apply one-step transformations and describe combinations of translations, reflections and rotations.	**Students develop understandings of:** • Number and place value -, solve problems using the order of operations, solve multiplication and division problems using a written algorithm. • Fractions and decimals - add, subtract and multiply decimals, divide decimals by whole numbers, calculate a fraction of a quantity and percentage discount, compare and evaluate shopping options. • Patterns and algebra – represent number patterns in a table and graphically, use rules to continue patterns, write a rule to describe a pattern, apply the rule to find the value of unknown terms • Location and transformation - apply translations, reflections and rotations to create symmetrical shapes. • Geometric reasoning - measure and describe angles, apply generalisations about angles on a straight line, angles at a point and vertically opposite angles and apply in real-life contexts. • Chance – conduct chance experiments, record data in a frequency table, calculate relative frequency, write probability as a fraction, decimal or percent, compare observed and expected frequencies. Data representation and interpretation - compare primary and secondary data, source secondary data, explore data displays in the media, problem solve and reason by interpreting secondary data.

P-6 Science Overview

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

Year 1 Unit overview	Semester 1		Semester 2	
	Unit 1: Living Adventure	**Unit 2: Material Madness**	**Unit 3: Changes Around Me**	**Unit 4: Exploring Light and Sound**
	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	Students explore how everyday materials can be physically changed in a variety of ways according to their properties. They describe the actions used to physically change materials to make objects for different purposes, understanding that science involves asking questions about and describing changes to objects that are used in their everyday lives. Students respond to questions, make predictions and participate in guided investigations exploring the effects of making changes to materials and objects. They use a range of methods to sort information and collect and record observations, comparing them with the observations of others. They modify a material for a given purpose, test their modifications and compare their observations with predictions.	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.	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.

Year 2 Unit overview	Semester 1		Semester 2	
	Unit 1: Mix, Make and Use	**Unit 2: Toy Factory**	**Unit 3: Good To Grow**	**Unit 4: Save Planet Earth**
	Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students understand that science involves asking questions about, and describing changes to, familiar objects and materials. They describe changes made to materials when combining them to make an object that has a purpose in everyday life. Students pose questions, make predictions and follow instructions to record observations in a guided investigation. They represent and communicate their observations using scientific language.	Students understand how a push or pull affects how an object moves or changes shape. They understand that science involves asking questions about and describing changes in the way an object moves or can be moved and how this knowledge is used in their daily lives. They pose questions and make predictions about changes that can affect how an object moves, and investigate and explain how pushes and pulls cause movement in objects, comparing their observations with predictions. They use informal measurements to make and compare observations about movement and sort information about the way toys move. They then apply this science knowledge in explaining how pushes and pulls can be used to change the movement of a toy or object they create.	Students examine how living things, including plants and animals, change as they grow. They ask questions about, investigate and compare the changes that occur to different living things during their life stages. Students consider how Aboriginal peoples and Torres Strait Islander peoples living a traditional lifestyle use the knowledge of life stages of animals and plants in their everyday lives. They conduct investigations including exploring the growth and life stages of a class animal and plant. Students respond to questions, make predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas.	Students investigate Earth's resources. They describe how Earth's resources are used and the importance of conserving resources for the future of all living things. They use informal measurements to record observations from experiments. Students use their science knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources, and decisions they can make in their everyday lives. Students share their ideas about conservation of Earth's resources in a presentation. Students learn how Aboriginal peoples and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.

Year 3 Unit overview	Semester 1		Semester 2	
	Unit 1: Is it living?	**Unit 2: Spinning Earth**	**Unit 3: Hot stuff**	**Unit 4: What's the matter?**
	Students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features. They also explore grouping familiar things into living, non-living, once living things and products of living things. Students understand that science knowledge helps people to understand the effect of actions. They use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations. Students identify and use safe practices to make scientific observations and record data about living and non-living things. Students use scientific language and representations to communicate their observations, ideas and findings.	Students use their understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows. They identify the observable and non-observable features of Earth and compare its size with the sun and moon. They make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes. Students plan and conduct an investigation about shadows and collect data safely using appropriate equipment to record formal measurements. Students represent their data in tables and simple column graphs to identify patterns and explain their results. They identify how Aboriginal peoples and Torres Strait Islander peoples use knowledge of Earth's movement in their traditional lives. Students explore the relationship between the sun and Earth to identify where people use science knowledge in their lives. They create a presentation to communicate their understandings and findings about the regular changes on Earth and its rotation.	Students investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. Students identify that heat energy transfers from warmer areas to cooler areas. They use their experiences to identify questions about heat energy and make predictions about investigations. Students describe how they can use science investigations to respond to questions. Students plan and conduct investigations about heat and heat energy transfer and collect and record observations, using appropriate equipment to record measurements. They represent their data in tables and simple column graphs, to identify patterns, explain their results and describe how safety and fairness were considered in their investigations.	Students understand how a change of state between solid and liquid can be caused by adding or removing heat. They explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. Students identify how science is involved in making decisions and how it helps people to understand the effect of their actions. They evaluate how adding or removing heat energy affects materials used in everyday life. They conduct investigations, including identifying investigation questions and making predictions, assessing safety, recording and analysing results, considering fairness and communicating ideas and findings. Students describe how science investigations can be used to answer questions. They recognise that Australia's First Peoples traditionally used knowledge of solids and liquids in their everyday lives.

Year 4 Unit overview	Semester 1		Semester 2	
	Unit 1: Here today, gone tomorrow	**Unit 2: Ready, set, grow!**	**Unit 3: Material use**	**Unit 4: Fast forces!**
	Students explore natural processes and human activity that cause weathering and erosion of Earth's surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity. They describe situations where science understanding can influence their own and others' actions. They identify questions and make predictions based on prior knowledge. They safely use equipment and make and record observations with accuracy. They suggest explanations for their observations, compare their findings with their predictions and communicate their observations and findings.	Students investigate life cycles and sequence key stages in the life cycles of plants and animals. They examine relationships between living things and their dependence on each other and on the environment. By considering human and natural changes to the habitats, students predict the effect of these changes on living things, including the impact on life cycles and the survival of the species. Students identify when science is used to understand the effect of their own and others' actions. Students identify investigable questions and make predictions based on prior knowledge. They discuss ways to conduct investigations safely and make and record observations with accuracy. They use tables and column graphs to organise their data, suggest explanations for observations and compare their findings with their predictions. They communicate their observations and findings	Students investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. Students consider how science involves making predictions and how science knowledge helps people to understand the effect of their actions. Students make predictions and use appropriate materials and equipment safely to make and record observations when conducting investigations. Students 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. Students complete simple reports to communicate their findings	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 to collect data. Students use tables and column graphs to organise data and identify patterns so that findings can be communicated. They identify how science knowledge of forces helps people understand the effects of their actions.

Year 5 Unit overview	Semester 1		Semester 2	
	Unit 1: Survival in the environment	**Unit 2: Our place in the solar system**	**Unit 3: Now you see it**	**Unit 4: Matter matters**
	Students analyse the structural features and behavioural adaptations that assist living things to survive in their environment. They understand that science involves using evidence and comparing data to develop explanations. Students investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments, and use this knowledge to design creatures with adaptations that are suitable for survival in prescribed environments.	Students describe the key features of our solar system including planets and stars. They discuss scientific developments that have affected people's lives and describe details of contributions to our knowledge of the solar system from a range of people. With guidance, students pose questions and plan and conduct investigations to answer questions and solve problems. They decide on variables to change and measure to conduct fair tests. Students communicate their ideas in a variety of multimodal texts including recording in data sheets and as a report for popular media.	Students investigate the properties of light and the formation of shadows. They investigate reflection angles, how refraction affects our perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects, and the relationship between light source distance and shadow height. They plan investigations including posing questions, making predictions, and following and developing methods. They analyse and represent data and communicate findings using a range of text types, including reports and labelled and ray diagrams. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples' lives.	Students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Students pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. They represent data and observations in tables and graphs. They identify patterns and relationships in data and compare patterns with their predictions when suggesting explanations. They suggest ways to improve fairness and accuracy of their investigation.

Year 6 Unit overview	Semester 1		Semester 2	
	Unit 1: Making changes	**Unit 2: Energy and electricity**	**Unit 3: Our changing world**	**Unit 4: Life on Earth**
	Students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions. Students identify and assess risks, make observations, accurately record data and develop explanations. They suggest improvements, which can be made to their methods to improve investigations. Students explore the effects of reversible and irreversible changes in everyday materials and how this scientific understanding is used to solve problems that directly affect people's lives.	Students investigate electrical circuits as a means of transferring and transforming electricity. They design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production. They identify where scientific understanding and discoveries related to the production and use of electricity have affected people's lives and evaluate personal and community decisions related to use of different energy sources and their sustainability.	Students explore how sudden geological changes and extreme weather events can affect Earth's surface. They consider the effects of earthquakes and volcanoes on Earth's surface and how communities are affected by these events. They gather, record and interpret data relating to weather and weather events. Students explore the ways in which scientists are assisted by the observations of people from other cultures, including those throughout Asia. Students construct representations of cyclones and evaluate community and personal decisions related to preparation for natural disasters. They investigate how predictions regarding the course of tropical cyclones can be improved by gathering data	Students explore the environmental conditions that affect the growth and survival of living things. They use simulations to plan and conduct fair tests and analyse the results of these tests. Students pose questions, plan and conduct investigations into the environmental factors that affect the growth of living things. They gather, record and interpret observations relating to their investigations. Students consider human impact on the environment and how science knowledge can be used to inform personal and community decisions. They recommend actions to develop environments for native plants and animals.

P-6 HASS Overview

Prep Unit overview	Semester 1	Semester 2
	Unit 1: My family history	**Unit 2: My special places**
	Inquiry question: • What is my history and how do I know? **In this unit, students:** • 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.	**Inquiry question:** • What are places like and what makes them special? **In this unit, students:** • 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 is dependent 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.

Year 1 Unit overview	Semester 1	Semester 2
	Unit 1: My changing life	**Unit 2: My changing world**
	Inquiry question: • How has my family and daily life changed over time? **In this unit, students:** • 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	**Inquiry question:** • What are the features of my local places and how have they changed? **In this unit, students:** • draw on studies at the personal and local scale, including familiar places, e.g. 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 to investigate a local place • reflect on learning to respond to questions about how places and their features can be cared for.

Year 2 Unit overview	Semester 1	Semester 2
	Unit 1: Present connections to places	**Unit 2: Impacts of technology over time**
	Inquiry question: • How are people connected to their place and other places? **In this unit, students:** • 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 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 peoples and Torres Strait Islander peoples, 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.	**Inquiry question:** • How have changes in technology shaped our daily life? **In this unit, students:** • investigate continuity and change in technology used in the home, e.g. 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.

Year 3 Unit overview	Semester 1	Semester 2
	Unit 1: Our unique communities	**Unit 2: Exploring places near and far**
	Inquiry question: • How do people contribute to their unique communities? **In this unit, students** • 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.:	**Inquiry question:** • How and why are places similar and different? **In this unit, students:** • 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.

Year 4 Unit overview	Semester 1	Semester 2
	Unit 2: Using places sustainably	**Unit 1: Early exploration and settlement**
	Inquiry question: • How can people use environments more sustainably? **In this unit, students:** • explore the concept of 'place' with a focus on Africa and South America • describe the relative location of places at a national scale • identify how places are characterised by their environments • describe the characteristics of places, including the types of natural vegetation and native animals • examine the interconnections between people and environment and the importance of environments to animals and people • identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places • investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste • recognise the knowledge and practices of Aboriginal peoples and Torres Strait Islander peoples in regards to places and environments • propose actions for caring for the environment and meeting the needs of people	**Inquiry question:** • What were the short- and long-term effects of European settlement? **In this unit, students** • draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were and continue to be affected by British colonisation and the enactment of *terra nullius* • analyse the experiences of contact between Australia's First Peoples and others, and the effects these interactions had on people and the environment • make connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australia • investigate the experiences of European explorers, convicts, settlers and Australia's First Peoples, and the impact colonisation had on the lives of different groups of people • examine the purpose of laws and distinguish between rules and laws • explore the diversity of different groups in their local community • consider how personal identity is shaped by aspects of culture, and by the groups to which they belong.:.

Year 5 Unit overview	Semester 1		Semester 1-2 (assessed in S2)	Semester 2	
	Unit 1: People and the environment	**Unit 2: Managing Australian communities**	**Unit 3: Communities in colonial Australia (1800s)**	**Unit 4: Participating in Australian communities**	**Unit 5: Consumer decision-making in Australian communities**
	Inquiry question • How do people and environments influence one another? **In this unit, students:** • examine the characteristics of places in Europe and North America and the location of their major countries in relation to Australia • describe the relative location of places at a national scale • identify and describe the human and environmental factors that influence the characteristics of places • examine the interconnections between people and environments • investigate the impact of human actions on the environmental characteristics of places in Europe and North America • organise data in a range of formats using appropriate conventions • interpret data to identify simple patterns, trends, spatial distributions and infer relationships • evaluate evidence about the characteristics o	**Inquiry question:** • How are people and environments managed in Australian communities? **In this unit, students:** • examine how Australian communities are affected by the interconnection between people, places and environments • investigate the importance of laws and regulations in managing people and environments in Australian communities • explore the influence of people on the human characteristics of places, including the organisation of space through zoning • recognise the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management • investigate environmental challenges such as natural hazards and their effect on Australian communities • explore the principles involved in minimising the harmful effects of natural hazards • interpret data to evaluate the ways citizens responded to an Australian natural hazard • propose ways in which effects	**Inquiry question** • How have individuals and groups in the colonial past contributed to the development of Australia? **In this unit, students:** • examine key events related to the development of British colonies in Australia after 1800 • identify the economic, political and social reasons for colonial developments in Australia after 1800 • investigate the effects that colonisation had on the lives of Aboriginal peoples and on the environment • locate information from sources about aspects of daily life for different groups of people during the colonial period in Australia • present ideas in narrative form to describe how and why life changed and stayed the same in a colonial community • identify different viewpoints about the significance of individuals and groups in shaping the colonies • sequence significant events and developments that occurred during the development of colonial Australia using timelines:	**Inquiry question:** • How have people enacted their values and perceptions about their community, other people and places, past and present? **In this unit, students:** • investigate the key values of Australia's liberal democratic system of government, particularly the values of freedom, equality, fairness and justice • identify significant past developments, events, individuals and groups that impacted on the development of law and democracy in Australia, particularly the Eureka Stockade and Peter Lalor • explore representative democracy and voting processes in Australia • investigate how students enact democratic values and processes through participating in school elections • generate alternative responses to a democratic issue and propose action by describing the positive and negative effects • present ideas about proposed actions in response to a democratic issue • present ideas, findings, viewpoints and conclusions in a range of communication forms	**Inquiry question:** • What is the relationship between environments and my role as a consumer? **In this unit, students:** • examine how to distinguish between needs and wants • identify why choices need to be made about how limited resources are used • investigate how different types of resources are used by societies to satisfy needs and wants of present and future generations • describe a variety of factors influence consumer choices • identify and present findings about different strategies that can be used to help make informed personal consumer and financial choices.

				that incorporate source • materials, graphing, communication conventions and discipline-specific terms..	

Year 6 Unit overview	Semester 1		Semester 1-2 (assessed in S2)	Semester 2	
	Unit 1: Australia in the past	**Unit 2: Australians as global citizens**	**Unit 3: Australia in a diverse world**	**Unit 4: Australia's global connections**	**Unit 5: Making decisions to benefit my community**
	Inquiry question: • How have key figures, events and values shaped Australian society, its system of government and citizenship? **In this unit, students:** • 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 • develop arguments • use criteria to make decisions and judgments	**Inquiry questions** • 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? **In this unit, students:** • recognise the responsibilities of citizens 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 • 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 have migrated to Australia since Federation • evaluate the contribution of individuals and groups to the development of Australian society since Federation	**Inquiry question:** • How do places, people and cultures differ across the world? **In this unit, students:** • 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 and trends • present ideas, findings and conclusions in a range of communication forms that incorporate source materials, mapping, communication conventions and discipline-specific terms.	**Inquiry questions:** • What are Australia's global connections between people and places? • How do people's connections to places affect their perception of them? **In this unit, students:** • identify how Australia's connections with other countries change people and places • recognise the effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places • develop appropriate questions to frame an investigation • locate and collect useful information from primary and secondary sources • organise and represent data in a range of formats, using appropriate conventions • interpret data to identify patterns and trends, and to infer relationships • identify different points of view and solutions to an issue • reflect on their learning to	**Inquiry questions:** • How can resources be used to benefit individuals, the community and the environment? **In this unit, students:** • 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 and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.

	• work in groups to generate responses to issues and challenges • propose action in response to issues and challenges.	• 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.:		propose action in response to an issue or challenge and describe the probable effects of their proposal •	

P-6 Health and Physical Education Overview

Prep Unit overview	Semester 1			
	Personal, social and community health	**Movement and physical activity**	**Personal, social and community health**	**Movement and physical activity**
	Unit 1: I can do it	**Unit 1: Let's get moving**	**Unit 2: I am growing and changing**	**Unit 2: Catch that bean**
	Students explore information about what makes them unique, identifying their strengths and achievements. Students identify safe settings where they can move and play safely and identify actions that keep them safe in different settings. Students identify different emotions people experience in different situations.	Students explore how to move and play safely during physical activity. They develop the fundamental movement skills of running, jumping, hopping and galloping. They apply fundamental movement skills and solve movement challenges.	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.	Students demonstrate personal and social skills for working with others in a range of activities. They develop the fundamental movement skills of two-handed catching and underarm throwing and explore dynamic balances with beanbags. They apply these skills to solve movement challenges.
	Semester 2			
	Personal, social and community health	**Movement and physical activity**	**Personal, social and community health**	**Movement and physical activity**
	Unit 3: Looking out for others	**Unit 3: Who wants to play?**	**Unit 4: I am safe**	**Unit 4: Animal grove**
	Students identify and describe different emotions people experience. They explore and practise ways to interact with others in a variety of settings.	Students demonstrate personal and social skills when working with others and describe their feelings after participating in a range of active games.	Students identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires.	Students perform fundamental movement skills to music. They explore the elements of movement and describe how their body responds to movement in a performance combining the elements of movement.

Year 1 Unit overview	Semester 1			
	Personal, social and community health	**Movement and physical activity**	**Personal, social and community health**	**Movement and physical activity**
	Unit 1: A little independence	**Unit 1: Playing with balls**	**Unit 2: Good choices, healthy me**	**Unit 2: I'm a 'balliever'**
	Students describe physical and social changes that occur as they grow. They describe their personal strengths and achievements and discuss how these are acknowledged and celebrated. Students identify similarities and differences, and recognise how diversity contributes to identities.	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.	Students examine health messages related to the health benefits of physical activity, nutritious dietary intake and maintaining good personal hygiene habits to help them stay healthy. Students describe how to keep themselves and others healthy in different situations.	Students perform fundamental movement skills of two-handed throwing and two-handed catching, soccer dribbling and basketball dribbling. They test alternatives to solve large ball challenges and identify how the heart reacts to various physical activities.
	Semester 2			
	Personal, social and community health	**Movement and physical activity**	**Personal, social and community health**	**Movement and physical activity**
	Unit 3: We all belong	**Unit 3: Catch me if you can**	**Unit 4: My safety, my responsibilities**	**Unit 4: Equipped to move**
	Students recognise similarities and differences in individuals and groups, and recognise how strengths and achievements contribute to identity. Students identify and practise emotional responses that reflect their own and others' feelings. They examine and demonstrate ways to include others in activities, and practise strategies to help them and others feel that they belong.	Students develop the fundamental movement skills of dodging and running and test alternatives to evade others and objects in tagging games. They explore positive ways to interact with others, including strategies to work in groups and play fairly during tagging games.	Students identify social changes that occur as they grow older and recognise ways they can take some responsibility for their own safety in different situations including road safety. Students practise strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task.	Students explore elements of movement while developing fundamental movement skills that involve manipulating equipment (hoops, balls and rhythm ribbons). They perform fundamental movement skills, with and without equipment, in simple movement sequences that incorporate elements of movement.

Year 2 Unit overview	Semester 1			
	Personal, social and community health	**Movement and physical activity**	**Personal, social and community health**	**Movement and physical activity**
	Unit 1: My classroom is healthy, safe and fun	**Unit 1: Swim and Gym**	**Unit 2: Our culture**	**Unit 2: They keep me rolling**
	Students investigate the concept of what health is and the foods and activities that make them healthy. They explore opportunities in the classroom environment where healthy and safe practices can be implemented. Students identify the actions that they can apply to keep themselves and others healthy and safe in their classroom.	It is a school decision which context is selected. The decision is based on the school resources and the needs of the students. • *Swim: Tadpole tales* — Students demonstrate aquatic skills and strokes in a variety of movement sequences and situations. They perform the recognised strokes of freestyle and backstroke in continuous movement sequences that incorporate the elements of movement: body awareness, effort (flow) and space awareness. **OR** *Gym: iMove, iJump, iLand* — Students demonstrate fundamental movement skills of rolling, balancing and jumping. They perform gymnastic skills as a continuous movement sequence that incorporates the elements of movement: body awareness, effort (flow) and space awareness.	Students explore what shapes their own, their family and classroom's identity. They examine strengths and achievements in individual and groups and ways to include others to make them feel they belong. Students explore the importance of celebrating who they are and respecting each other's differences.	Students demonstrate fundamental movement skills while using scooter boards. They manoeuvre a scooter board along different pathways and through a range of obstacles. Students are provided with numerous opportunities to perform these skills in closed-skill environments, movement challenges and games. They also work collaboratively with partners to solve team-based scooter board challenges.
	Semester 2			
	Personal, social and community health	**Movement and physical activity**	**Personal, social and community health**	**Movement and physical activity**
	Unit 3: Stay safe	**Unit 3: Ropes and rhymes**	**Unit 4: Message targets**	**Unit 4: What's your target?**
	Students explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and identify the emotions they feel in response to safe and unsafe situations. Students consider different aspects of sun safety and how they can promote their health, safety and wellbeing.	Students perform long-rope skipping sequences to rhymes. They identify how their heart reacts to skipping.	Students examine the purpose of advertising and the techniques used to engage children. They explore health messages seen in advertising and how they can be used to make good decisions about their own and others' health and wellbeing.	Students demonstrate fundamental movement skills (instep pass, punt kick and one hand strike) and test alternatives to solve movement challenges (to reach their targets).

Year 3 Unit overview	Semester 1			
	Personal, social and community health	**Movement and physical activity**	**Personal, social and community health**	**Movement and physical activity**
	Unit 1: Good friends	**Unit 1: Scoot scoot**	**Unit 2: Feeling safe**	**Unit 2: Take your marks, get set, play**
	Students explore the impact of positive social interaction on self-identity. They investigate different types of friendships and examine the qualities we look for in a friend, as well as their roles and responsibilities. Students learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. They reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships.	Students refine fundamental movement skills and apply movement concepts and strategies to learn safe scooter-riding techniques. They apply these skills, concepts and strategies to solve scooter-riding challenges and create and perform a scooter-riding sequence.	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.	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.
	Semester 2			
	Personal, social and community health	**Movement and physical activity**	**Personal, social and community health**	**Movement and physical activity**
	Unit 3: Healthy futures	**Unit 3: Having a ball!**	**Unit 4: I am healthy and active**	**Unit 4: Pump it!**
	Students explore the concept of sustainable practice and the ways that they can contribute to the sustainability of the environment in their home, classroom and school.	Students 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.	Students investigate the concepts of physical activity and sedentary behaviours while exploring the recommendations of physical activity for five- to twelve-year-olds. They examine the benefits of physical activity and investigate ways to increase physical activity in their lives.	Students create and perform movement sequences using fundamental movement skills and the elements of movement.

Year 4 Unit overview	Semester 1			
	Personal, social and community health	**Movement and physical activity**	**Personal, social and community health**	**Movement and physical activity**
	Unit 1: Making healthy choices	**Unit 1: Superstars**	**Unit 2: Culture in Australia — Positive interactions**	**Unit 2: Athletic spectacle**
	Students identify strategies to keep healthy and improve fitness. They explore the *Australian guide to healthy eating* and the five food groups. Students understand the importance of a balanced diet and how health messages influence food choices. They create meal plans that reflect health messages.	It is a school decision which context is selected. The decision is based on the school resources and the needs of the students. *Splish splash* — Students practise and refine fundamental movement skills to perform various aquatic skills and the recognised strokes of freestyle, backstroke and breaststroke in multiple swimming sequences. They examine the benefits of being healthy and physically active, and how they relate to swimming. OR *Criss cross* — Students practise and refine fundamental movement skills to perform long-rope, partner and individual skipping sequences. They examine the benefits of being healthy and physically active, and how they relate to skipping.	Students participate in partner and group activities to explore the communication skills of respect and empathy and how they support positive interactions. They investigate how heritage and culture contribute to identity.	Students create an athletic-themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations.
	Semester 2			
	Personal, social and community health	**Movement and physical activity**	**Personal, social and community health**	**Movement and physical activity**
	Unit 3: Health channels	**Unit 3: Bat, catch, howzat!**	**Unit 4: Netiquette and online protocols**	**Unit 4: Let me entertain you**
	Students examine different sources of health information and how to interpret them with regard to accuracy. They identify health messages and the methods they use to influence decisions. They look at smoking as a case study of how health messages change over time. Students apply decision-making skills to different health scenarios.	Students apply strategies for working cooperatively and apply rules fairly. They refine striking and fielding skills and concepts in active play and games. They apply skills, concepts and strategies to solve movement challenges in striking and fielding games.	Students examine and interpret health information about cyber safety, cyberbullying and online protocols. They describe and apply strategies that can be used in online situations that make them feel uncomfortable or unsafe. They explore the importance of demonstrating respect and empathy in online relationships. They reflect on young people's use of digital technologies and online communities, and identify resources to support their safety.	Students perform the refined fundamental movement skills of throwing, catching and balancing and apply movement concepts to solve movement challenges.

Year 5 Unit overview	Semester 1			
	Personal, social and community health	**Movement and physical activity**	**Personal, social and community health**	**Movement and physical activity**
	Unit 1: Emotional interactions	**Unit 1: Play2Rhythm**	**Unit 2: Healthy habits**	**Unit 2: Tchoukball**
	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. *This unit has been developed to incorporate sections of the Daniel Morcombe Child Safety Curriculum.*	Students develop specialised football skills and create and perform a sequence of these skills to music.	Students explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure. They identify good habits and how they contribute to overall health and wellbeing.	Students perform the specialised movement skills of throwing and catching in the context of Tchoukball. They propose and combine Tchoukball movement concepts and strategies in game situations to achieve movement outcomes and solve movement challenges. Students apply social and personal skills to demonstrate fair play and work collaboratively in activities and games.
	Semester 2			
	Personal, social and community health	**Movement and physical activity**	**Personal, social and community health**	**Movement and physical activity**
	Unit 3: Multicultural Australia	**Unit 3: Built for B-Ball**	**Unit 4: Growing up**	**Unit 4: UNITE**
	Students gain an understanding of multiculturalism by examining the changing nature of Australia's cultural identity through exploring the influence of people and places. They examine how sharing traditional foods and physical activities from different cultures can support community wellbeing and cultural understanding.	Students identify and explain the health-related fitness components used in basketball. They explain the significance of physical activity to their everyday health and wellbeing.	Students explore developmental changes and transitions that occur as they grow older. They investigate strategies available to assist them with the transition.	Students demonstrate skills to work collaboratively and play fairly to solve movement challenges.

Year 6 Unit overview	Semester 1			
	Personal, social and community health	**Movement and physical activity**	**Personal, social and community health**	**Movement and physical activity**
	Unit 1: Who influences me?	**Unit 1: Surf or Turf**	**Unit 2: Let's all be active**	**Unit 2: Fitness fun**
	Students explain the influence of people and places 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.	It is a school decision which context is selected. The decision is based on the school resources and the needs of the students. • *Junior lifesaver* — Students perform freestyle, backstroke, breaststroke and survival backstroke. They combine lifesaving skills, movement concepts and strategies to complete lifesaving scenarios. OR *People in motion* — Students perform free running skills including running, jumping, landing, balancing and safety rolls. They combine free running skills, movement concepts and strategies to complete obstacle courses.	Students investigate how physical activity creates opportunities for different groups to work together. Students identify how physical activity contributes to individual and community wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity.	Students explore the health-related fitness components of a range of physical activities and the importance of physical activity participation to health and wellbeing. They apply the elements of movement to compose and perform a fitness activity station that develops a health-related fitness component.
	Semester 2			
	Personal, social and community health	**Movement and physical activity**	**Personal, social and community health**	**Movement and physical activity**
	Unit 3: What am I drinking?	**Unit 3: 'All codes' football**	**Unit 4: Transitioning**	**Unit 4: Over the net**
	Students explore drink products that contribute to health and wellbeing. They focus on investigating a variety of drink options including soft drinks, energy drinks and fruit juice, and the effects they have on the body. Students examine available alternatives to various drink options.	Students develop and perform the specialised movement skills of passing, kicking and catching in 'All codes' football game situations. They propose and combine movement concepts and strategies to achieve outcomes in 'All codes' football.	Students explore the feelings, challenges and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition.	Students perform specialised tennis skills. They combine movement concepts and strategies during mini-tennis gameplay to open up space on the court to win points or gain control in rallies. They demonstrate fair play and skills to work collaboratively during tennis activities and games.

P-6 Design and Digital Technologies Overview

Design	Semester 1	Semester 2
Prep	:	**Unit 2** – **Grow, grow, grow** In this unit, students will explore how plants and animals are grown for food, clothing and shelter, and how food is selected and prepared for healthy eating. They will examine how farms meet peoples' needs. They will design solutions for problems on a farm to produce food and follow steps to make a healthy snack. Students will apply the following processes and production skills • investigating environments and analysing how they meet a purpose • generating and refining design ideas, communicated by simple drawings • producing a simple drawing of a designed solution that responds to a client's need • evaluating their design and production processes • collaborating and managing by working with others and by sequencing production steps.
Year 1	**Unit 3** **It's showtime!** In this unit, students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a puppet with moving parts to use in a puppet show. Students will apply these processes and production skills: • investigating materials, technologies for shaping and joining, and how designs meet people's needs • generating and refining design ideas • producing a puppet that meets the design brief • evaluating their design and production processes collaborating and managing by working with others; following sequenced steps and sequencing the steps for the project.	
Year 2	**Unit 1 Spin it!** In this unit, students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a spinning toy. Students will apply processes and production skills, in: • investigating materials, technologies for shaping and joining, and how designs meet people's needs • generating and developing design ideas • producing a spinning toy that meets the design brief • evaluating their design and production processes • collaborating and managing by working with others; following sequenced steps and sequencing the steps for the project	

	Semester 1	Semester 2
Year 3	**Unit 2** **What's for lunch?** **Food and fibre production and Food specialisations** In this unit, students investigate food and fibre production and food technologies used in modern and traditional societies. They design and make a lunch item that includes modern and traditional technologies. They will explore how people in different times developed food and fibre technologies to meet human needs. Students will apply these processes and production skills: • investigating by: • exploring traditional food and fibre production and food technologies identifying contemporary and emerging technologies for growing food and fibre and preparing foods • generating, developing, and communicating design ideas for: o a food product • producing by working safely with tools and materials to create a food product • evaluating design ideas and processes for the product • collaborating as well as working individually throughout the design and production • managing by sequencing production steps.	.
Year 4		**Unit 3** **Pinball paradise** **Engineering principles and systems** In this unit students will investigate how forces and the properties of materials affect the behaviour of a product or system, make a pinball machine, and design a games environment in which it can be used. They will explore the role of people in engineering technology occupations and how they address factors that meet client needs. Students will apply these processes and production skills to: • investigating materials, technologies for shaping and joining, and how designs meet people's needs • generating and refining design ideas for a pinball machine and a games environment • producing a pinball machine that meets the design brief • evaluating their design and production processes • collaborating and managing by working with others and developing sequenced steps.

	Semester 1	Semester 2
Year 5	**Unit 3** **Design for nature** **Materials and technologies specialisations** Students investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate their suitability for use. They design a product to meet an identified need or opportunity for wildlife in their local area. They examine the role of people in a range of technologies occupations and the tools and techniques they use. Students apply the following processes and production skills: • Investigating by: ○ the analysis of needs and opportunities for designing ○ the analysis of technologies and design features used in wildlife management ○ the testing of tools and techniques with a range of materials • Generating and documenting design ideas for a wildlife management product • Producing a wildlife management product for an identified need • Evaluating design ideas, processes and solutions against negotiated criteria for success • Collaborating as well as working individually throughout the process • Managing by developing project plans that include resources.	
Year 6		**UNIT 1** **Harvesting good health** **Food specialisations and Food and fibre production** Students explore how competing factors and technologies influence the design of a sustainable service. This service provides a plant for the preparation of a healthy food product. Students apply the following processes and production skills: • Investigating: ○ healthy food choices and food preparation techniques; ○ plant growth requirements and production systems; ○ design needs and opportunities; ○ issues, including sustainability, which affect designs; and ○ the characteristics of materials, tools and techniques in relation to the design challenge. • Generating designs, criteria for success, an annotated diagram of a sustainable plant service and a production plan. • Producing a plant service to enable the preparation of a healthy food product. • Evaluating their design and production processes. • Collaborating and managing by working with others and by following the steps for the project.

Digital Technology- by the end of the year students will:	
Prep	**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
Year 1	**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
Year 2	**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.
Year 3	**Unit 1 What digital systems do you use?** In this unit students will explore and use a range of digital systems, including peripheral devices, and create a digital solution (an interactive guessing game) using a visual programming language. They will: • identify and explore a range of digital systems and their use to meet needs at home, in school and in the local community, and use a range of peripheral devices to transmit data • define simple problems and identify needs • develop technical skills in using a visual programming language to create a digital solution • describe, follow and apply a sequence of steps and decisions (algorithms) in non- digital contexts and when using a visual programming language • implement a simple digital solution that involves branching algorithms and user input when creating a simple guessing game • explain how their solutions and existing information systems, such as learning software, meet personal, school and community needs • develop skills in computational and systems thinking when solving simple problems and creating solutions.

Year 4	**What's your waste footprint?** Students explore and manipulate different types of data and transform data into information. They create a digital solution that presents data as meaningful information to address a school or community issue (such as how lunch waste can be reduced). They: • recognise different types of data and represent the same data in different ways • collect, access and present data as information using simple software (such as spreadsheets) • explore and describe how a range of common information systems present data as information to meet personal, school and community needs • develop skills in computational and systems thinking when solving problems and creating solutions • plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols • explain how existing information systems meet personal, school and community needs
Year 5	**A-maze-ing digital designs** In this unit, students engage in a number of activities, including: • investigating the functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems • following, modifying and designing algorithms that include branching and repetition • developing skills in using a visual programming language within a maze game context • working collaboratively to create a new maze game. Students apply a range of skills and processes when creating digital solutions. They will: • define problems by identifying appropriate data and functional requirements • design a user interface, considering design principles • follow, modify and design algorithms using simple statements, relating particular programming language statements (steps and decisions) to actions in the game • implement their game using visual programming • evaluate how well their solutions meet needs • plan, create and communicate ideas within a collaborative project, and apply agreed protocols when negotiating, providing feedback, developing plans and sharing online • .
Year 6	**Data changing our world** In this unit, students explain how information systems meet local and community needs, represent a variety of data types in digital systems and design and create an interactive spreadsheet and share information ethically. Learning opportunities include: • exploring how community organisations collect data and present information to meet community needs • visualising data to create information that is easily understood • creating a data-driven solution that processes user input to provide information about a reading challenge. Students apply a range of skills and processes when creating digital solutions. They will: • explore information systems, including systems that deliver community information, and explain how they meet needs • collect, manage and analyse data using a range of software (such as spreadsheets) • interpret and visualise data to create information • define problems by considering what the need is, what data is required, who the audience is and how they will interact with the solution, and what features need to be included • implement a digital solution that automates the processing of user input and presentation of information to solve a defined problem • apply technical protocols such as devising meaningful file naming conventions and determining safe storage locations to protect data and information

P-6 The Arts Overview

The Arts: Dance – Year Prep – 2 : by the end of the year		
Prep	**Year 1**	**Year 2**
Dancing characters Students make and respond to dance by exploring characters in stories and rhymes as stimulus. Students: • explore, improvise and organise dance ideas by exploring characters or action in stories or rhymes to make dance sequences using the elements of dance (space, time, dynamics, relationships) • use fundamental movement skills to develop technical skills when practising dance sequences that explore ideas about characters • present dance sequences that communicate ideas about characters to an audience • respond to dances about stories and characters, considering where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.	**Cultural dance** Students make and respond to dance by exploring dance from other countries and cultural groups as stimulus. Students: • explore, improvise and organise ideas by exploring dances from countries/cultural groups (as appropriate) to develop their own dance sequences using the elements of dance (space, time, dynamics, relationships) • use fundamental movement skills to develop technical skills when practising dance sequences from other countries/communities • present dance sequences that communicate new dance ideas to an audience • respond to dances from a range of countries/communities, considering where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.	**Action stories** Students make and respond to dance by exploring action stories as stimulus. Students: • explore, improvise and organise ideas about action stories to make dance sequences using the elements of dance (space, time, dynamics, relationships) • use fundamental movement skills to develop technical skills when practising action story dance sequences • present dance sequences that communicate ideas about action stories to an audience • respond to dances, considering where and why people dance, starting with dances from Australia including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.

The Arts: Dance – Year 3 and Year 4 : by the end of the year	
Year 3	**Year 4**
Celebrating dance Students make and respond to dance by exploring dance used in celebrations from a range of cultures. Students: • improvise and structure movement ideas for dance sequences suitable for Australia's National day using the elements of dance and choreographic devices • practise technical skills safely in fundamental movements • perform dances using expressive skills to communicate ideas about celebrations and commemorations • identify how the elements of dance and production elements express ideas in dance for celebrations and commemorations including dance by Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples	**Dance messages** Students make and respond to dance by exploring how dance is used to represent traditional stories from a variety of Asian countries as a stimulus. Students: • improvise and structure movement ideas for dance sequences that express messages or morals using the elements of dance and choreographic devices • practise technical skills safely in fundamental movements • perform dances using expressive skills to communicate a message or a moral • identify how the elements of dance and production elements express ideas about messages or morals in traditional dance including those of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.

The Arts: Dance – Year 3 and Year 4 : by the end of the year	
Year 5	**Year 6**
Symmetry and dance Students make and respond to dance by exploring symmetry as stimulus. Students: • explore movement and choreographic devices, using the elements of dance to structure dances that express ideas about symmetry including individual shapes and group formations • develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination • perform dance using expressive skills to communicate a choreographer's ideas on symmetry • explain how the elements of dance and production elements communicate ideas about symmetry by comparing dances from different social, cultural and historical contexts. •	**Adventures in dance** Students make and respond to dance by exploring ways that dance can be used to express adventure stories drawing on stimulus from movement contexts including martial arts, acrobatics, sport, exercise and other cultural forms. **Students:** • explore movement and choreographic devices, using the elements of dance to choreograph dances that communicate meaning in adventure stories • develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination • perform dance using expressive skills to communicate a choreographer's ideas about an adventure story • explain how the elements of dance and production elements communicate meaning and use a range of movement styles/forms by comparing dances from different social, cultural and historical contexts.

The Arts: Drama – Year Prep – 2	
Prep	**By the end of Year 2, Year 1 and Year 2 students will:**
Drama stories from the past Students make and respond to drama by exploring photographs and/or stories of family and friends as stimulus. Students: • explore role and dramatic action in dramatic play, improvisation and process drama about stories of family and friends • use voice, facial expression, movement and space to imagine and establish role and situation • present drama that communicates ideas about stories of family and friends to an audience • respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples.	**Stories come to life** Students make and respond to drama by exploring ways that texts and stories can be enacted using voice and movement. Students: • explore role and dramatic action in texts and stories through dramatic play, improvisation and process drama • use voice, facial expression, movement and space to imagine and establish role and situation in drama based on stories • present drama that communicates ideas, including stories from their community, to an audience • respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal Peoples and Torres Strait Islander Peoples.

The Arts: Drama – Year 3 and 4:

By the end of Year 4, Year 3 Year 4 students will:

Country/Place

Students explore connection to Country/Place through Dreaming stories and Before Before Time stories as stimulus.

Students:

- explore ideas and narrative structures in Dreaming stories and Before Before Time stories through roles and situations and use empathy in their own improvisations and devised drama
- 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.

The Arts: Drama – Year 5 and 6:

By the end of Year 6, Year 5 and Year 6 students will:

Natural disasters

Students make and respond to drama exploring the impact of natural disasters on communities including stories and accounts as stimulus.

Students:

- explore dramatic action, empathy and space in improvisations, play building and scripted drama to develop characters and situations in response to stimulus of natural disasters
- develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action
- rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories about the impact of natural disasters and engage an audience
- explain and compare how the elements of drama and production elements communicate meaning in drama about the impact of events (including natural disasters) in different communities.

The Arts: Media Arts – Prep -Year 2: by the end of the year

Prep	By the end of Year 2, Year 1 and Year 2 students will:
Family stories Students create media artworks to present a story about their family. Students: • explore how visual and oral representations can communicate meaning to an audience using recorded audio of students telling their story with accompanying drawings • experiment with images, sound and narrative structure of beginning, middle and end to communicate personal and perhaps changed interpretation of a shared story • present stories in digital form to communicate ideas • describe and discuss the narratives of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples to respond to meaning and visual language	**What can you hear?** Students explore the existence and impact of sound as a representation of settings and characters in the community. Students: • explore soundscapes through capturing audio from their community and using media technologies to communicate ideas about where and why sounds can be heard • experiment with audio recording and image capture to draw attention to sounds in the community • present soundscapes which may present alternate interpretations (eg. matching game; sounds with different images) • describe and discuss sound effects and audio in media art works of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.

The Arts: Media Arts – Year 3 and 4: by the end of the year

By the end of Year 4, Year 3 and Year 4 students will:

Poetry in motion
Students create a character animation to deliver an audio recording of a short, humorous poem.

Students:

- explore representations of people from their community (including self) to develop animated characters considering animation forms, mouth shapes, facial expression, character development, composition, text and sound in media delivery to engage an audience
- experiment with media technology, collaborative production processes (script, storyboard, photograph and edit as a slideshow) to create a lip- synched animation
- present productions in digital form to share and discuss similarities and differences in content, structure and animation approaches
- describe and discuss intended purposes and meanings of media artworks using media arts key concepts, starting with media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.

The Arts: Media Arts – Year 5 and 6: by the end of the year

By the end of Year 6, Year 5 and Year 6 students will:

Light and shadow

Students shape time and space to explore representations in media art forms. Students:

- explore how media artists control form, light and shadow to suggest ideas and point of view about an aspect of their community
- experiment with media technology and collaborative production processes (film, photography, editing, lighting, video and special effects, sound and text) to create an aesthetic media arts production
- present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions, movement and lighting
  explain how the elements of media arts and story principles communicate meaning through comparison of media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.

The Arts: Music – Year Prep

TERM ONE	TERM TWO	TERM THREE	TERM FOUR
Students will develop self-management skills as they use their body, voice and instruments for learning a varied repertoire of rhyme and song using a limited pitch, beat and elements of music. In experimenting with and applying this knowledge, students will practise risk-taking through musical performance, focusing on the Key Concept of Function through playing classroom percussion instruments, movement, listening and singing.	Students will use the related concept of pattern as they consolidate their knowledge of rhyme and song using a limited pitch range focusing on in-tune singing individually and with others. Students will continue to experience keeping the beat through movement, playing classroom percussion instruments, listening and singing whilst exploring musical elements of pitch (high/low), tempo (fast/slow) and dynamics (loud/soft).	This term students will develop aural skills of staying in tune and keeping in time when they sing and play a varied repertoire of rhyme and song (including songs used by cultural groups in the community). Students will experience keeping the beat through movement, performing, playing instruments, listening, singing and creating. Students will continue to explore the musical elements of pitch (high/low), tempo (fast/slow) and dynamics (loud/soft) and learn to differentiate between beat and rhythm, making conscious Kodaly rhythmic patterns containing ta, ti-ti and za.	This term students will continue to develop aural skills of staying in tune and keeping in time when they sing and play a varied repertoire of rhyme and song (including songs used by cultural groups in the community). Students will experience keeping the beat and Kodaly rhythmic patterns through movement, performing, playing instruments, listening, singing and creating. Students will continue exploring the elements of music whilst learning to differentiate between beat and Kodaly rhythmic patterns containing ta, ti-ti and za through the reading and writing of individual musical compositions.

The Arts: Music – Year One

TERM ONE	TERM TWO	TERM THREE	TERM FOUR
Students will be learning a varied repertoire of rhyme and song using a limited pitch range. Students will learn to differentiate between beat and rhythm using vocal and instrumental timbres and will continue to explore a variety of musical elements including pitch (high/low) using matching hand signs, tempo (fast/slow) and dynamics (loud/soft). In addition, students will sing, read, write and perform Kodaly rhythmic patterns containing ta, ti-ti and za. Students will explore through listening and	Students will apply their knowledge of rhyme and song using a limited pitch range, to sing in-tune, both individually and with others. Students will continue to explore how to differentiate between beat and rhythm, identifying changes in vocal and instrumental timbres. Students will investigate the Key Concept of Change in a variety of musical elements including pitch (high/low), tempo (fast/slow) and dynamics (loud/soft). Students will make conscious the musical concept of high and low notation on the	This term students will develop aural skills of staying in tune and keeping in time when they sing and play a varied repertoire of rhyme and song (including songs used by cultural groups in the community). Students will continue to explore how to differentiate between beat and rhythm (rhythmic patterns ta, ti-ti and za) through musical performance, movement, playing instruments, listening, singing and creating, whilst focusing on the elements of music - phrasing (length and contour/ Question	This term students will continue to develop aural skills of staying in tune and keeping in time when they sing and play a varied repertoire of rhyme and song (including songs used by cultural groups in the community). Students will continue exploring how to differentiate between beat and rhythm (rhythmic patterns ta, ti-ti and za) through musical performance, movement, playing instruments, listening, singing and creating. Students will consolidate their knowledge of the elements of music (Phrasing,

responding the classical piece of music.	staff (so/mi) using hands-on materials. In addition, students will continue listening and responding to music from the past, focusing on classical pieces of music. They will sing, read, write and perform Kodaly rhythmic patterns containing ta, ti-ti and za.	& Answer/ Same & Different), form and structure of known repertoire and Kodaly melodic patterns So and Mi.	Form/Structure of known repertoire and Kodaly melodic patterns So and Mi) whilst making conscious the musical element of thick/thin and music from the past.

The Arts: Music – Year Two			
TERM ONE	**TERM TWO**	**TERM THREE**	**TERM FOUR**
Students will consolidate their knowledge of Kodaly rhythmic patterns, beat and Kodaly solfege (So/Mi) through a varied repertoire of rhyme and song. Students will continue to explore and make conscious the following musical concepts - differentiate beat and rhythm, Kodaly Solfege La and placing Kodaly Solfege on the music staff. In experimenting with and applying this knowledge, students will practise risk-taking through musical performance, singing, reading and writing. Students will explore, listen and respond to music from the past with particular focus on the classical piece of music 'In The Hall of The Mountain King ' by Greig.	Students will consolidate their knowledge of the Key Concept Form, by using rhyme and song with a limited pitch range, focusing on in-tune singing individually and with others. Students will explore Kodaly music patterns using so, mi and la and learn to place this notation on a musical staff known as Treble Clef Island. Students continue learning to differentiate between beat and rhythm using vocal and instrumental timbres whilst continuing to achieve a level of expertise, which allows them to sing, read, write and perform Kodaly rhythmic patterns.	This term students will consolidate their aural skills staying in tune and keeping in time using a limited pitch range when they sing (individually and with others) and play a varied repertoire of rhyme and song, including songs used by cultural groups in the community. Students will sing, read, notate, compose and perform Kodaly Solfa melodic patterns using So, Mi and La on the treble clef staff whilst focusing on the elements of music – Stem Direction/ Barlines/ Accent/ 2 & 3 Metre and Question and Answer phrases.	This term students will consolidate their aural skills staying in tune and keeping in time using a limited pitch range when they sing (individually and with others) and play a varied repertoire of rhyme and song, including songs used by cultural groups in the community. Students will sing, read, notate, compose and perform known Kodaly rhythmic patterns and Kodaly Solfa melodic patterns using So, Mi and La on the treble clef staff. Students will continue their focus on the elements of music – Stem Direction/ Barlines/ Accent/ 2 & 3 Metre and Question and Answer phrases whilst making conscious - Canons, Contrasting Instruments and Dynamics (Piano and Forte).

The Arts: Music – Year Three			
TERM ONE	**TERM TWO**	**TERM THREE**	**TERM FOUR**
Students will consolidate their knowledge of Kodaly rhythmic pattern forms and Kodaly Solfege and use the elements of music through a varied repertoire of rhyme and song. Students will practise risk-taking through musical performance, singing and the reading and writing of music notation. Students will read and play treble clef notation will explore using the Descant Recorder.	Students will communicate and respond to music with particular reference to Prokofiev's Peter and the Wolf. The function of orchestral music will be explored using this piece of music. Students will practise risk-taking through musical performance and singing. Students will continue to read, write and perform Kodaly rhythmic patterns in addition to continuing their study of Kodaly Solfege. Students will focus on Descant Recorder allowing them to read, write and play Treble Clef Notation B, A and G.	This term students will extend their understanding of the elements of music as they develop their aural skills by exploring, imitating and recognising elements of music including dynamics, pitch, timbre and rhythm patterns through singing, playing instruments, reading, notating, composing and performing a range of pieces, including in music from the local community. Students will continue their study of Kodaly rhythmic patterns (ta, ti-ti, za, tika-tika, minim and semibreve) and solfege melodic patterns (so, mi, la and do) whilst developing their knowledge of reading, writing and performing fixed letter names B, A and G on Descant Recorder using the staff. Students will also study the Programmatic piece 'Peter and The Wolf' focusing on Orchestral Instruments.	This term students will consolidate their understanding of the elements of music as they develop their aural skills by exploring, imitating and recognising elements of music including dynamics, pitch, timbre and rhythm patterns through singing, playing instruments, reading, notating, composing and performing a range of pieces, including in music from the local community. Students will continue their study of Kodaly rhythmic patterns (ta, ti-ti, za, tika-tika, minim and semibreve) and solfege melodic patterns (so, mi, la and do) whilst developing their knowledge of reading, writing and performing fixed letter names (B, A and G) on Descant Recorder using the staff. Students will also continue their study of the Programmatic piece 'Peter and The Wolf' focusing on various instruments of the orchestra.

The Arts: Music – Year Four

TERM ONE	TERM TWO	TERM THREE	TERM FOUR
Students will make connections with a range of musical elements through singing, playing instruments, listening and movements, acknowledging AUSLAN choirs as ways of communicating music. Students will sing, read, write and perform Kodaly rhythmic patterns using varied time signatures and Kodaly melodic patterns. Students will study Orchestral Instruments focusing on the String Family. Using the Descant Recorder, they will read and play Treble Clef notation B, A and G on the staff.	Students will continue to make connections using a range of musical elements through musical performance, singing, playing instruments, listening and movement. Students will read, write and perform Kodaly rhythmic patterns using varied time signatures and study Kodaly melodic patterns. Students will continue to investigate orchestral instruments, focussing on the Brass Family. In addition, students will continue focusing on the learner attribute of being a risk-taker as they use the Descant Recorder to read, write and play Treble Clef notation B, A, G, C and High D.	This term students will extend their understanding of the elements of music as they develop their aural skills by exploring, imitating and recognising elements of music including dynamics, pitch, timbre and rhythm patterns through singing, playing instruments, reading, notating, composing and performing a range of pieces, including in music from the local community. Students will continue studying Kodaly rhythmic patterns (ta, ti-ti, za, tika-tika, minim, semibreve), solfege melodic patterns (so, mi, la, do, re) whilst making conscious compound time rhythmic patterns and associated symbols of silence. Students will develop their knowledge of reading, writing and performing fixed letter names B, A, G and High C on Descant Recorder using the staff. Students will also focus on the Orchestra Instruments of the Woodwind Family.	This term students will consolidate their understanding of the elements of music as they develop their aural skills by exploring, imitating and recognising elements of music including dynamics, pitch, timbre and rhythm patterns through singing, playing instruments, reading, notating, composing and performing a range of pieces, including in music from the local community. Students will continue studying Kodaly simple time and compound time rhythmic patterns and associated symbols of silence and solfege melodic patterns (so, mi, la, do, re). Students will also continue developing their knowledge of reading, writing and performing fixed letter names (B, A, G, High C, High D and Low E) on Descant Recorder using the staff. Students will make conscious the Percussion Family of the Orchestra.

The Arts: Music – Year Five

TERM ONE	TERM TWO	TERM THREE	TERM FOUR
Students will practise being reflective, consolidating their knowledge of the form of Kodaly rhythmic patterns, Kodaly solfege, Treble Clef Notation (B, A, G, C), Descant Recorder and use the elements of music. Students will practise being open-minded through musical performance, singing, reading and writing musical notation/composition, listening and responding to music with a particular focus on the Key Concept of change with reference to a classical piece of music.	Students will be learning to understand and respond to a range of musical elements through singing, playing instruments, listening, notation, composing and movement. Students will continue to sing, read, write and perform known Kodaly rhythmic patterns and associated rests, make conscious ti-tika and tika-ti rhythmic patterns in addition to continuing their study of Kodaly Solfege. Students will focus on Descant Recorder allowing them to read, write and play Treble Clef Notation B, A, G, E, C and High D.	This term students will further their understanding of the elements of music as they explore and utilize musical elements rhythm, pitch, dynamics and expression, form and structure, timbre and texture through singing, playing instruments, reading, notating, composing and performing a range of pieces, including in music from the local community. Students will continue studying Kodaly rhythmic patterns (ta, ti-ti, za, tika-tika, minim, semibreve, ti-ticka and ticka-ti and associated rests) and solfege melodic patterns (so, mi, la, do, re) whilst developing their knowledge of reading, writing and performing fixed letter names B, A, G, High C, High D (and E when ready) on Descant Recorder using the staff. In addition, children will study the musical form 'Theme and Variation' with the focus of composing and performing their own Theme and Variation of the well-known song 'Hot Cross Buns'.	This term students will consolidate their understanding of the elements of music as they explore and utilize musical elements rhythm, pitch, dynamics and expression, form and structure, timbre and texture through singing, playing instruments, reading, notating, composing and performing a range of pieces, including in music from the local community. Students will continue studying Kodaly simple and compound rhythmic patterns/associated rests and solfege melodic patterns whilst developing their knowledge of reading, writing and performing fixed letter names (B, A, G, High C, High D and E) on Descant Recorder using the staff. In addition, children will continue their study of the musical form 'Theme and Variation' with the focus of performing their own Theme and Variation composition of the well-known song 'Hot Cross Buns'.

The Arts: Music – Year Six

TERM ONE	TERM TWO	TERM THREE	TERM FOUR
Students will consolidate their knowledge of the form of Kodaly rhythmic patterns, Kodaly solfege, Treble Clef Notation (B, A, G, C, High D), Descant Recorder and use the elements of music. In experimenting with and applying this knowledge, students will practise risk- taking through musical performance, singing, listening and the reading and writing of musical compositions/arrangements. Students will make create a group arrangement and performance of studied works 'My Paddle'/'Land of the Silver Birch' focusing on the rhythmic pattern 'syncopa', developing their communication skills.	Students will work towards the group arrangement and performance of studied works 'MyPaddle'/'Land of the Silver Birch' focusing on Kodaly rhythmic pattern 'syncopa' and treble clef notation. Students will consolidate and reflect on their knowledge of Kodaly rhythmic patterns, Treble Clef Notation, Descant Recorder and use the elements of music.	This term students will further their understanding of the elements of music as they explore and utilize musical elements rhythm, pitch, dynamics and expression, form and structure, timbre and texture through singing, playing instruments, reading, notation, composing and the musical performance of a range of pieces, including in music from the local community. Students will extend their understanding and use of aural skills as they sing and play independent parts against contrasting parts and recognise instrumental and vocal generated sounds. Students will also make conscious 12 Bar Blues Chordal patterns I, IV and V and the musical concepts of pitch sequences - ostinatos, arpeggios, riffs and accompaniments.	This term students will consolidate their understanding of the elements of music as they explore and utilize musical elements rhythm, pitch, dynamics and expression, form/structure, timbre and texture through singing, playing instruments, reading, notation, composing, arranging and the musical performance of a range of pieces, including in music from the local community. Students will continue to extend their understanding and use of aural skills as they sing and play independent parts against contrasting parts and recognise instrumental and vocal generated sounds. Students will continue their focus on 12 Bar Blues Chordal patterns I, IV and V and the musical concepts of pitch sequences - ostinatos, arpeggios, riffs and accompaniments using known Kodaly rhythmic patterns and treble clef notation.

The Arts: Visual Arts - P - Y2		
Prep	**By the end of Year 2, Year 1 and Year 2 students will:**	
Stormy clouds	**Reinventing objects**	
Students explore how visual language can be used to communicate and relate to mood and experiences. Students: • explore the depiction of weather in artworks by a range of artists, including Aboriginal and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks • experiment with visual conventions (painting approaches, spatial devices) to manipulate colour and effects to communicate meaning • display artworks and share ideas about choices made for visual language, techniques and processes in their artworks • describe and interpret mood and atmosphere created by weather in artworks.	Students explore processes of invention and imagination through found object sculpture or collage to communicate meaning and represent new ideas about change and sustainability. Students: • explore imaginative artworks created from reinvented found and discarded objects by artists including Aboriginal and Torres Strait Islander peoples and Asian artists and use this as inspiration to develop their own artworks • experiment with visual conventions (sculpture, collage, assemblage) to create artworks drawn from imaginative interpretations of real events and experiences • display artworks and share ideas about visual language choices made in artworks to capture imaginative concepts • describe and interpret artists' use of sustainable art materials to communicate ideas.	

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The Arts: Visual Arts – YR3 - YR4	
By the end of Year 4, Year 3 and Year 4 students will:	
Patterns in the playground	
Students explore processes of abstraction and manipulation from realistic sources to develop individual expression through pattern, texture and shape in their local environment. Students: • explore artworks from Aboriginal and Torres Strait Islander peoples and Asian artists which represent country through symbolic pattern and use this as inspiration to develop their own artworks • experiment with visual conventions (digital capture, frottage, painting, collage) in research and development of a collaborative resolved artwork • represent ideas through the display of artwork and reflect on meaning through participation in art conversations and written reflections • compare artworks and use art terminology to communicate meaning.	

The Arts: Visual Arts – YR5 – YR6	
By the end of Year 6, Year 5 and Year 6 students will:	
Say it with art	
Students explore recontexualisation of objects and non-traditional art materials to communicate ideas. Students: • explore and explain the expression of social commentary and the influence of context in artworks by artists including Aboriginal and Torres Strait Islander Peoples and Asian artists and consider this in the development of their own artworks • experiment with and use visual conventions and practices (found object mixed media forms, digital collage, digital manipulation) in research and development of individual artworks which express a personal view • plan the presentation of digital art forms and/or found object mixed media forms to express personal view and enhance meaning for audience with description of influence and context • compare recontextualisation of readymades and the representation of context in artworks from different cultures, times and places and use art terminology to explain the communication of social concern.	

P-6 Lote Overview

Year	Term 1 Unit 1	Term 2 Unit 2	Term 3 Unit 3	Term 4 Unit 4
Prep Unit Overview	In this unit, students begin to engage with the Japanese language and culture. They explore the similarities and differences in greeting others in a variety of scenarios such as greetings in class and greeting friends and teachers. Students will: • develop an awareness of Japan and Japanese people • explore artefacts that originate from Japan • use simple greetings and participate in Japanese classroom routines • interact with others to notice similarities and differences in ways of greeting others.	In this unit, students reflect on similarities and differences in verbal and non-verbal ways of greeting, introducing and describing themselves in English and Japanese. Students will: • use language to introduce themselves and identify others interact with the teacher and other students to identify body parts, sing songs and play games involving moving the body • present a children's song with actions and movement in Japanese and English • reflect on similarities and differences in ways of • introducing and giving information about oneself.	In this unit, students explore the Japanese concept of kawaii (cute) through mascots. They begin to use vocabulary for descriptions and be exposed to a variety of different mascots. Students also begin to notice the Japanese sound system and the effect it has on borrowed words. Students will: • interact with each other to introduce a mascot • participate in group activities to describe features of a mascot • begin to recognise that some words are borrowed from English.	In this unit, students use language to greet, introduce and describe themselves to new Japanese friends. Students use language and gestures to exchange gifts across cultures. Students will: • interact with others to exchange gifts • convey information about items to be included in a package to Japan • analyse and understand the systems of language relating to pronunciation and script recognition • participate in intercultural experiences, noticing different language and behaviours associated with gift giving.

Year 1	Term 1 Unit 5	Term 2 Unit 6	Term 3 Unit 7	Term 4 Unit 8
Unit Overview	In this unit, students begin to engage with the Japanese language and culture. They explore the similarities and differences in greeting others in a variety of scenarios such as greetings in class and greeting friends and teachers. Students will: • develop an awareness of Japan and Japanese people • explore artefacts that originate from Japan • use simple greetings and participate in Japanese classroom routines • interact with others to notice similarities and differences in ways of greeting others.	In this unit, students reflect on similarities and differences in verbal and non-verbal ways of greeting, introducing and describing themselves in English and Japanese. Students will: • use language to introduce themselves and identify others • interact with the teacher and other students to identify body parts, sing songs and play games involving moving the body • present a children's song with actions and movement in Japanese and English • reflect on similarities and differences in way of introducing and giving information about oneself.	In this unit, students explore the Japanese concept of kawaii (cute) through mascots. They begin to use vocabulary for descriptions and be exposed to a variety of different mascots. Students also begin to notice the Japanese sound system and the effect it has on borrowed words. Students will: • interact with each other to introduce a mascot • participate in group activities to describe features of a mascot • begin to recognise that some words are borrowed from English.	In this unit, students use language to greet, introduce and describe themselves to new Japanese friends. Students use language and gestures to exchange gifts across cultures. Students will: • interact with others to exchange gifts • convey information about items to be included in a package to Japan • analyse and understand the systems of language relating to pronunciation and script recognition • participate in intercultural experiences, noticing different language and behaviours associated with gift giving.

Year 2	Term 1 Unit 9	Term 2 Unit 10	Term 3 Unit 11	Term 4 Unit 12
Unit Overview	In this unit, students use language to describe morning routines for getting ready for school in Japan and Australia. Students will: • listen to Japanese children describing items packed in their schoolbag • demonstrate appropriate greetings and leave-takings when leaving for and arriving at school • analyse and understand the systems of language relating to script recognition • participate in intercultural experiences to explore language and routines associated with school preparations and routines in Japan.	In this unit, students explore the importance of the concept of kawaii (cute) for Japanese children through language used to describe clothing items. Students will: • present oral descriptions of clothing in a fashion parade • construct posters to notice differences between clothing worn in different seasons • analyse and understand the systems of language relating to pronunciation and script recognition • participate in intercultural experiences to compare clothing worn in different seasons.	In this unit, students use language to engage with simple traditional Japanese stories. Students will: • listen to and view traditional stories in written forms such as かみしばい • express preferences for scenes, storylines and or styles • translate and interpret genre-specific texts • analyse and understand the systems of language relating to script recognition and structure of texts • participate in intercultural experiences to notice and compare the language and culture relating to traditional stories.	In this unit, students use language to present a story using the text features of traditional stories. Students will: • present a written and illustrated story about a mascot • demonstrate appropriate register in context • communicate feelings and emotions associated with stories • analyse and understand the systems of language relating to script recognition and sentence structure • participate in intercultural experiences to notice and compare the language and culture relating to ways of presenting traditional tales.

Year 3	Term 1 Unit 1	Term 2 Unit 2	Term 3 Unit 3	Term 4 Unit 4
Unit Overview	In this unit, students use language to explore the concept of housing in Japan and make connections with student's own personal spaces within a home. Students will: • share information about aspects of their personal spaces (such as their bedroom) • engage with a range of texts about housing in Japan • use a range of language to discuss and describe aspects of housing • analyse and understand the systems of language relating to pronunciation • participate in intercultural experiences to notice, compare and reflect on language and culture associated with Japanese homes.	In this unit, students use language to explore the concept of school life in Japan and make connections with own school experiences. Students will: • 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.	In this unit, students use language to explore the concept of teamwork through group activities. Students will: • 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 during play in Japan and Australia • analyse and understand the systems of language relating to the structure of phrases used in game play • participate in intercultural experiences to reflect on language and culture associated with respect and teamwork in games.	In this unit, students use language to explore the concept of community and everyday community interactions. Students will: • engage with a range of texts of places in the community • use a range of language to discuss preferences for items in a store • analyse and understand the systems of language relating to pronunciation and Japanese sentence structure • participate in intercultural experiences to compare shopping interactions and experiences in Japan and Australia.

Year 4	Term 1 Unit 5	Term 2 Unit 6	Term 3 Unit 7	Term 4 Unit 8
Unit Overview	In this unit, students explore different regions in Japan and describe places in their own community. Students will: • engage with a range of texts about different places around Japan • explore the geography of Japan in comparison to Australia • use a range of language to describe various places in their community • analyse and understand the systems of language relating to script recognition and Japanese sentence structure • participate in intercultural experiences to reflect on language and culture relating to descriptions of places within a community.	In this unit, students use language to explore the concept of celebrations and make connections with own experiences. Students will: • engage with a range of texts about seasonal 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 and reflect on how participation in certain celebrations shapes identity.	In this unit, students explore the concept of eating practices. They also look at ways of communicating about cuisine and sharing meals. Students will: • explore the traditions around cooking and eating practices in Japan • use a range of language to discuss and describe traditional Japanese dishes • participate in shared cooking activities • participate in intercultural experiences to reflect on the language and culture associated with sharing meals in in Japanese and English-speaking cultures.	In this unit, students use language to explore the different representations of characters in traditional stories. Students will: • 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, and the text structure of Japanese stories • participate in intercultural experiences to reflect on language and cultural values related to character transformations in imaginative texts.

Year 5	Term 1 Unit 1	Term 2 Unit 2	Term 3 Unit 3	Term 4 Unit 4
Unit Overview	**Unit 1: What's in a name?** In this unit students explore the concept of names and the meanings they hold in Japan. Students use language to communicate ideas relating to names and personal identity in a culturally-appropriate manner. Students will: • discuss names, nicknames and surnames • analyse and organise information into key ideas and supporting details • create texts about self-identity • recognise and understand blended sounds and exceptions to phonetic rules when speaking • participate in intercultural experiences to notice, compare and reflect on language and culture.	**Unit 2: What is a family?** In this unit, students use language to communicate ideas relating to the concept of family and identity. Students will: • introduce themselves and other family members • interact with peers about family members and activities • identify language and behaviours that reflect relationships and values in Japanese society • develop understanding of 'identity' and whether learning Japanese has an effect on sense of 'self'.	**Unit 3: What are personal spaces?** In this unit, students will explore the concept of personal spaces within their home environment and the target country. Students will: • engage with language in texts about children's favourite places to spend time • listen to children talk about the places in which they feel comfortable • create texts about personal spaces • participate in intercultural experiences to notice, compare and reflect on language and culture.	**Unit 4: How do we play?** In this unit, students explore the concept of play and its universality across cultures. Students will: • discuss group play activities • plan and demonstrate group games • translate game rules • reflect on cultural values expressed through game play.

Year 6	Term 1 Unit 5	Term 2 Unit 6	Term 3 Unit 7	Term 4 Unit 8
Unit Overview	**Unit 5: What is character?** In this unit students will explore the concept of character as reflected in personality traits and qualities of real people and imaginative characters in Japan and Australia. Students will: • use Japanese to discuss qualities of people they admire • encounter authentic language in a range of spoken and written texts about a variety of imaginary characters • respond to imaginative texts and identify qualities in imaginative characters • understand and apply knowledge of adjectives and text features to describe attributes of imaginative characters • reflect on intercultural experiences noticing similarities and differences in values portrayed by characters in imaginative texts	**Unit 6: What is change?** In this unit, students explore the concept of change and use language to describe feelings in situations involving change. Students will: • engage with a range of spoken and written imaginative and informative texts describing the emotional experience of dealing with change such as establishing oneself in a new place, encountering a new situation • convey the experience of moving from a familiar to an unfamiliar situation using expressive language to convey feelings • create a children's story book in which a character journeys from a familiar to an unfamiliar situation • participate in intercultural experience to notice, compare and reflect on language and culture	**Unit 7: What is school life?** In this unit, students use language to explore the concept of school life in Japan and make connections with own school experiences. Students will: • engage with a range of texts about school in Japan • use a range of language to discuss school experiences • participate in an intercultural experience to notice, compare and reflect on language and culture.	**Unit 8: What do my interests say about me?** In this unit, students will explore the concepts of group identity and belonging through their own individual interests. Students will: • discuss leisure activities and interests • gather, classify and compare information about interests of Japanese children • create bilingual profiles based on interests • identify borrowed words used to discuss interests.