P-6 Whole School Plan

Prep

	Term 1	Term 3	Term 3	Term 4
English	**Engaging with stories for enjoyment** Students engage with a variety of texts for enjoyment including picture books and stories. They participate in shared reading, viewing and storytelling of texts that expand and reflect their world and involve straightforward sequences of events and everyday happenings. Texts may include traditional oral narratives and literature of First Nations Australians. Students make connections between characters, settings and events and link ideas to personal experiences. Students interact with others for the purpose of sharing details of a familiar story in a short, spoken text.	**Engaging with informative texts** Students engage with a variety of authentic texts, including non-fiction texts, through shared reading, and viewing These texts include topics that reflect upon and expand their world. They consist of a range of literature from Australian and world authors, including First Nations Australian authors. Students make connections between layout, images and text types. They expand topic-specific vocabulary through planned and informal experiences with texts, images, and objects. Students label images and write simple sentences to create short texts that record and report ideas using learnt vocabulary. Students read, view and comprehend short informative decodable texts and make comparisons between informative and imaginative texts.	**Engaging with rhyming stories** Students explore spoken, written and multimodal texts including poetry, rhymes, chants, songs and dramatic performances. They consider the purposes of these texts. Texts may include classic and contemporary literature from wide-ranging Australian and world authors, including the literature of Frist Nations Australians. Students explore rhyming words, alliteration patterns, syllables and sounds in texts. Students make connections to texts and to express feelings and thoughts through creating a multimodal text identifying a preference	**Exploring imaginative texts** Students engage with spoken, written and multimodal texts that feature characters, clear events, beginnings and endings. They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including traditional oral texts, picture books, films, various types of stories and poems. Through texts students explore how characters and events are represented and language used to describe them. They build on their understanding of imaginative texts, exploring text structures and language features including how sentences work to make meaning and connections between print and images. Students engage in shared and independent writing to create short, written imaginative stories, and to retell familiar imaginative stories. They use some learnt vocabulary, basic sentence boundary punctuation and learnt phonic knowledge to spell words.
Summative Assessment	Assessment task U1.1 – Speaking and listening - Talking about stories	Assessment task U2.1 — Reading, viewing and comprehending informative texts Assessment task U2.2 — Writing and creating informative texts	Assessment task U3.1 — Speaking and listening and writing and creating - Exploring rhyming stories	Assessment task U4.1 — Reading, viewing and comprehending imaginative texts Assessment task U4.2 — Speaking and listening - Retelling stories

Mathematics	Unit 1 Engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions. Students have opportunities to develop understandings of: • 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.	Unit 2 Engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions. Students have opportunities to develop understandings of: • 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, represent addition situations using tens frames, identify parts and the whole, subitise collections to five • Patterns and algebra — copy, continue and describe patterns using objects and numbers • Using units of measurement — sequence familiar events in time order, sequence the days of the week, connect days of the week to familiar 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.	Unit 3 Engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions. Students have opportunities to develop understandings of: • Number and place value — count forwards and backwards from different starting points; compare quantities, explore place value using bundling sticks, combine and share small collections, represent addition situations, identify parts and the whole, partition quantities flexibly, share collections, identify equal parts of a whole • Using units of measurement — compare objects using direct and indirect comparison for length, mass and capacity • Location and transformation — identify positions, describe movement, give and follow movement directions, explore locations.	Unit 4 Engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions. Students have opportunities to develop understandings of: • 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. • Data representations and interpretation — identify questions, answer yes/no questions, use data displays to answer simple questions.

Summative Assessment	**Grouping familiar objects and counting and ordering small collections** *Interview/Observation* Students group familiar objects based on common characteristics. Students order their groups and count the objects.	**Event duration and connecting events to days of the week** *Assignment/Project* Students connect events and days of the week and explain the order and duration of events. **Understanding numbers from 1 to 20** *Interview* Students make connections between number names, numerals and quantities up to 10, count to and from 20 and order small collections. **Shape Sort Investigation** *Project/Interview* Students sort and describe shapes and create a toy.	**Location** *Work sample / Interview* Students use appropriate language to describe location. **Measurement** *Interview/Observation* Students compare objects using length, mass and capacity. **Number investigation** *Assignment/Project* Students make connections between number names, numerals and quantities up to 10 and create a number square.	**Number representations (Munching Molly)** *Assignment/Project* Students count to and from 20 and order collections. Students make connections between number names, numerals and quantities up to 10 and create number cards. **Answering questions** *Assignment/Project* Students answer simple questions to collect information and make simple inferences.
Science	**Making observations and grouping animals** In this unit, students will work as scientists to explore how to make observations using their senses. They develop their curiosity by engaging in investigations, posing questions, communicating ideas and having agency in a range of learning experiences. Student curiosity is fostered through co-construction of both planned and spontaneous learning activities. Students investigate the local environment, participate in open-ended inquiry learning using a range of scientific tools (magnifying glasses, binoculars, iPads) and view multimodal resources (video, photos, etc) that develop their understanding of how to make a prediction, pose questions and make and compare observations.		**Investigating movement** 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 will apply and explain their knowledge of movement in a familiar situation.	**Materials and their properties** 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 make predictions. Students conduct investigations to determine suitability of materials for a particular purpose and share their ideas and observations using scientific language and representations.
Summative Assessment	**Making observations and grouping animals** *Collection of work* Students sort a variety of living things based on their external features. They share their observations and representations with their peers.		**Investigating movement** *Collection of work* Students describe the properties and behaviour of familiar objects. Students share and reflect on observations and ask questions about familiar objects.	**Making a house for the Three Little Pigs** *Project* Students describe the observable properties of materials from which an object is made. They ask and respond to questions and share and reflect on observations.

HASS	**History – Who am I?** In this unit students explore events and celebrations that are significant to themselves and their family. They share information about themselves and their personal world and develop their skills in posing questions and drawing conclusions. Students identify the significant events and people in their life through analysis of significant personal or family artefacts. They engage in a range of experiences with their peers and use technologies to document and share information about themselves.		**Geography – My Personal World - Special Places** In this unit students explore familiar maps to identify special places and their features. They will understand why some places are special to themselves and others and discuss with peers and teacher how these special places can be cared for.	
	Assessment task Students explore important events celebrated in their lives, and to identify how people and objects help them to remember.		*Assessment task* Students identify, represent and describe the features of familiar places, and suggest ways to care for these places.	
The Arts			**Drama** Students explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama.	
			Assessment task Students describe what happens in drama they make and perform. They identify elements in drama and describe where and why there is drama in the world around them.	
The Arts	**Music** In this unit, students learn a range of chants, song and rhymes in to explore singing / speaking voices and to learn about keeping in time through the beat. There is no summative assessment in this unit.		**Music** Perform and respond to familiar music with a steady beat. Link to term 4 in PE, "*Students explore the elements of movement (speed, level and shape) and perform movement in response to music."*	
HPE	**Physical Education – Let's get moving** Students develop the fundamental movement skills of running, hopping, jumping and galloping through active participation in activities, games and movement challenges.	**Physical Education – Catch that bean** Students develop their fundamental movement skills while completing beanbag activities and challenges within groups of varying sizes.	**Physical Education – Who wants to play?** Students demonstrate personal and social skills to include others and describe their feelings after participating in a range of active games.	**Physical Education – Animal grove** Students explore the elements of movement (speed, level and shape) and perform movement in response to music. They also describe how their body responds to movement.

Health	**Health – I can do it!** Students explore information about what makes them unique and their strengths and achievements. They participate in play. **Health – Looking out for others** Students identify and describe different emotions people experience. They explore and practice ways to interact with others in a variety of settings.	**Health – I am growing and changing** 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. **Health** **I am safe** Students identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires.		
Technology			**Digital Technologies** In this unit, students show familiarity with everyday digital systems and use Seesaw on an iPad to represent an area. Students identify if a photo of themselves is for them only or if it is for the world to see.	**Design and Technologies** In this unit, students create, communicate and choose design ideas. Students follow steps and use materials and equipment to safely make a designed solution for a school-selected context. Students will work in conjunction with their science unit to collaborate on different materials and their properties.

Year 1

	Term 1	Term 2	Term 3	Term 4
English	**Engaging with stories and characters** Students engage with a range of texts that depict characters, settings and events. They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, stories, rhyming verse, poetry and dramatic performances. Through texts, students explore typical stages of narrative texts and discuss how language and visual features are used to describe and develop characters. They respond to a range of imaginative texts, exploring language to provide reasons for likes, dislikes and preferences. Students engage in shared and independent writing and/or learning experiences in response to texts. They participate in informal and structured discussions in response to texts and give short oral presentations.	**Reading and creating informative texts** Students engage with a range of informative texts that report and describe topics of interest and learning area content. Imaginative texts with related themes and topics are chosen to complement these texts. They read, view and comprehend texts including simple decodable texts aligned with phonic development, and authentic texts including picture books, poems and narrative texts. Through texts, students explore how print and digital informative texts such as reports and factual descriptions use text structures, language and visual features to suit their purpose. Students compare these features with those in narrative texts to identify similarities and differences. Students engage in shared and independent writing to create informative texts on familiar and learnt topics using simple sentences with sentence boundary punctuation, some topic-specific vocabulary and correct spelling of some one- and two-syllable words.	**Exploring and recounting imaginative texts** Students engage with a range of texts that depict characters, settings and events. They read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books and stories with a clear narrative structure. Through texts, students review narrative text elements including plot, character and settings, and explore how different authors use language and visual features to build meaning. Students engage in shared and independent writing to create short, imaginative stories, and to recount stories with events and characters. They create texts using language features including simple sentences, high-frequency words and a small number of details.	**Exploring procedural texts through literature** Students engage with a variety of texts which contain topics or story elements that can be presented as a procedure. They read, view and comprehend imaginative and informative texts including simple decodable texts aligned with phonic development, authentic texts including picture books, stories, short films and animations, non-fiction books, and various types of informative texts. Through texts students explore text structures, language features, and visual features of both literature and simple procedures. Students will create a multimodal procedure to design a sandwich for a character of a familiar story using imagined or creative ingredients.
Summative Assessment	Assessment task U1.1 Speaking and listening – Engaging with stories and characters	Assessment task U2.1 Reading, viewing and comprehending informative texts Assessment task U2.2 Writing and creating - informative texts	Assessment task U3.1 Writing and creating - Character description	Assessment task U4.1 Reading, viewing and comprehending imaginative texts Assessment task U4.2 Writing and creating - Imaginative procedure

Mathematics	Unit 1 Students develop understandings of: • Number and place value —represent the ones counting sequence to and from 100 from any starting point, matching number representations to 100, skip counting in 2s, 5s and 10s, represent and record counting sequences, use a number line to locate and position numbers, represent two digit numbers, represent, record and solve simple addition and subtraction problems, investigate parts and whole of quantities • Chance — describe the outcomes of familiar events. • Location and transformation - give and follow directions; investigate position, direction and movement.	Unit 2 Students develop understandings of: • Number and place value — represent and record counting sequences, partition two-digit numbers, represent and record number sequences, represent two-digit numbers, standard partitioning of two-digit numbers, identify and describe addition and subtraction situations, represent, record and solve simple addition and subtraction problems. • Patterns and algebra — investigate and describe repeating and growing patterns, connect counting sequences to growth patterns, represent and record number sequences (including skip counting patterns), describe number patterns • Fractions and decimals — investigate wholes and halves, partition to make equal parts • Money and financial mathematics — explore features of Australian coins. • 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, explore and tell time to the half hour.	Unit 3 Students develop understandings of: • Number and place value — recall, represent and, count collections, use a number line to locate and position numbers, represent and record two-digit numbers, partition two-digit numbers, partition numbers into more than two parts, record and solve simple addition and subtraction problems. • 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 durations 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. • Data representation and interpretation — ask a suitable question for gathering data, gather, record and represent data.	Unit 4 Students develop understandings of: • Number and place value — count to and from 100 from any starting point, describe patterns created by skip counting, skip count in 1s, 2s, 5s and 10s, identify standard place value partitions of two-digit numbers, position and locate two-digit numbers on a number line, partition numbers, describe addition and subtraction processes, solve addition and subtraction problems using a range of strategies • Fractions and decimals — identify one half. • Money and financial mathematics - recognise, describe, and order Australian coins according to their value. • Patterns and algebra - describe and represent patterns, apply a pattern rule to continue patterns, describe patterns • 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.

Summative Assessment	**Classifying outcomes** *Interview* Students classify outcomes of simple familiar events. **Language of direction** Written Students give and follow directions to familiar locations. **Understanding Numbers** *Interview or short answer questions* Students to recognise, model, write and order numbers to 20, locate numbers on a number line and partition numbers using place value.	**Adding and subtracting counting strategies** *Short answer questions* Students carry out simple addition and subtraction. **Understanding number sequences** *Short answer questions* Students describe number sequences resulting from skip counting by 2s, 5s and 10s. Count to and from 100, partition numbers and locate numbers on a number line.	**Explaining duration and telling time** *Short answer questions* Students explain time durations and tell time to the half hour. **Describing two-dimensional shapes and three-dimensional objects** *Interview* Students describe two-dimensional shapes and three-dimensional objects. **Making inferences from collected data** *Short answer questions* Students collect data by asking questions, draw and describe data displays and make simple inferences.	**Measuring using informal units** *Inquiry* Students measure and order objects based on length and capacity using informal units. **Understanding number sequences and recognising Australian coins** *Short answer questions* Students describe number sequences resulting from skip counting by 2s, 5s and 10s. They identify representations of one half. Count to and from 100, locate numbers on a number line and recognise Australian coins according to their value. Students carry out simple addition and subtraction.
Science	**Physical sciences- Push, Pull, Predict: Forces in Action** Students will play with toys to learn about push / pull forces and make predictions about what could happen. They observe and explain their observations, comparing this to what they expected and pose further questions based on their wonderings.	**Biology & science as a human endeavour** Students observe living things in their natural environments. They organise plants and animals based on their observable features. Students identify how living things meet their needs in the places they live. They work to follow safe procedures in an outdoor area of our school. They sort and with guidance represent patterns from their collected data. They share selections from their folio with the class using everyday language.		**Changes around me** Students pose questions to explore observations and make predictions about how the weather is going to be this term. They use provided tables and organisers to sort and order data and information and, with guidance, represent patterns in the weather. With guidance, they compare observations with predictions and identify further questions.
Summative Assessment	***Forces in action*** ***Experimental investigation*** Students describe how force changes the shape and motion of objects. They pose questions, make observation and draw conclusions.	***Needs of living things*** ***Guided inquiry*** Students pose questions and conduct inquiries to describe how living things in the local environment meet their needs.		**Changes around me** *Multimodal presentation* Students describe objects and events that they encounter in their everyday lives. They describe changes in their local environment. They respond to questions and sort and share observations.

HASS	**History- Families in the past and families in the present** Students will share information about themselves and their family. They will discuss different family structures and how families are similar and different. They will look at aspects of daily life from the perspective of their parents and grandparents and compare how they are the same and different to their life. Throughout this unit students will pose questions about the past, interpret information from pictures, oral histories and artefacts to draw conclusions and identify perspectives. They will share their observations and learning in discussions and presentations to compare toys from the past with toys from the present.		**Geography- Caring for country** In this unit students identify natural, managed and constructed features in their local community. They will recognise how places are cared for and share examples of how First Nations people care for country. They will identify places on familiar maps and describe their locations. They pose questions and collect information in a guided inquiry, drawing conclusions and making a proposal about a local community park.
	Assessment: *Life in the past and life in the present* Students identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time.		**Assessment: *Caring for country*** Students investigate a local place to identify and describe its features, the activities that occur there, how the place changes and ways to care for it.
Technologies	**Stomp Rockets** Students design their own stomp rocket based on personal preferences. They communicate design ideas using drawings and follow sequenced steps to safely produce their designed solution.	**Grow, Grow, Grow** Students investigate farms, what happens on them and what is produced. They describe the features and uses of technologies on farms. They investigate healthy food and learn about safely preparing food for consumption. They identify problems on a farm and design a modelled solution.	
Summative Assesment	**Assessment:** Part A: Select design ideas for your stomp rocket Part B: Create and communicate and annotated diagram of your stomp rocket Part C: Follows a sequence and safely builds a stomp rocket	**Assessment:** Part A: Describe the products and services produces / used on a farm. Part B: Designing a farm environment using a model and describe the features of the technologies on a farm and how farmers use them.	

The Arts	**Media Arts** In this unit of work students explore manipulation and representation of self. Students will: • explore self-portrait representations which change reality and the ability of technology to manipulate and present new realities • experiment with manipulation of still or moving images to present alternate character representations (costume and props; special effects or video effects) • present manipulated images in digital or print form to share understanding of generational relationships • describe and discuss what is real and not real in digitally manipulated images in the work of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.			
	Collection of work Students explore how photographic portraits represent moments in time and how technology can manipulate reality in media artworks.			
The Arts	**Music: Beat and rythmn** Students will make and respond to a variety of music, exploring the concepts of beat and rhythm.		**Music** **Let's Share our Music** Students will make and respond to music using the rhythms ta and ti-ti, and explore reasons that they and others share music.	
HPE	**Physical - Playing With Balls** Students will send, control and receive balls in a variety of movement situations and test alternatives to solve movement challenges.	**Physical - Athletics** Students will refine the fundamental movement skills of running, jumping and throwing, and apply movement concepts and strategies in games to solve challenges. They will also understand the benefits of being physically active.	**Physical - I'm a 'balliever'** Students will perform the fundamental movement skills of two-handed throwing, two-handed catching, soccer dribbling and basketball dribbling in a variety of movement situations. They will test alternatives to solve large ball challenges and identify how the heart reacts to different physical activities.	**Physical - Catch me if you can** Students will demonstrate dodging and running skills and test alternatives to evade others or objects in tagging games. Students demonstrate strategies to work in groups and play fairly during tagging games.

Health		**Health** **Good choices, healthy me** Students examine health messages related to the health benefits of physical activity, nutritious dietary intake and maintaining good personal hygiene habits to help them stay healthy. Students describe actions that keep themselves and others healthy in different situations. Students: - understand the meaning of being healthy - recognise situations and opportunities to promote health - understand the relationship between personal actions and being healthy - identify and explain actions related to health messages - recognise situations and opportunities to promote healthy choices - explore actions that help make their classroom a healthy and active place - identify and explore natural and built environments in their local community where physical activity can take place - consider health messages when making health decisions and selecting healthy actions - recognise situations and opportunities to make healthy decisions - understand how to use the decision- making steps to make healthy choices.	**Health** **We all belong** Students recognise how strengths and achievements contribute to identities. 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 they belong. Students: - examine strengths and achievements and how they contribute to identity - understand different ways to demonstrate respect - understand how emotional responses influence their own and others' feelings - explore ways to help themselves and others feel they belong practise strategies to be friendly and include others
Summative Assessment		**Assessment:** *Short answer questions* Students examine messages related to health decisions and describe how to keep themselves and others healthy and physically active.	**Assessment:** *Collection of work* Students recognise how strengths and achievements contribute to identity and identify how emotional responses impact on others' feelings.

Year 2

	Term 1	Term 2	Term 3	Term 4
English	**Exploring characters and plot** Students engage with a variety of literature including picture books, print and digital stories, short films and animations, simple chapter books and texts for enjoyment. Texts include unusual happenings and images that extend meaning and can include the oral narrative traditions and literature and literature of First Nations Australians and classic or contemporary literature from Australian and world authors. They explore sequences of events and how characters and events are portrayed through language.	**Exploring informative texts** Students engage with a variety of non-fiction texts and information texts that include illustrations and diagrams that extend the text. Non-fiction texts by Australian, First Nations Australian and world authors may include new content and link to topics being studied in other learning areas. They explore how texts are organised differently and how authors use language and visual features related to purpose and audience.	**Exploring opinions with reasons** Students read and listen to a range of spoken, written and multimodal texts including oral texts, picture books, rhyming verse, poetry, chants, songs and dramatic performances for enjoyment. They explore how authors use poetic elements in rhyming picture books, poems and songs to create engaging texts and provide interest for the reader. Students create a portfolio of pieces demonstrating poetic elements, explaining their preference for aspects of their portfolio and providing reasons for their opinion. Students discuss their opinion using their portfolio and engage in questioning with a group to explain their reasons for their selection.	**Responding to creative literature** Students explore a variety of classic and contemporary literature including picture books and print and digital stories from Australian and world authors. They 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. They share their new event with an audience.
	Assessment 1.1 **Imaginative narrative** *Extended written response* Students retell events and describe characters from familiar texts, using these details to share ideas and express opinions about these text elements. They consider their audience when creating a written and/or multimodal story, based on a familiar character from one of the texts explored in class.	**Assessment 2.1** **Reading Comprehension** *Short response, observed demonstration* Students read, view and listen to a range of texts to comprehend and compare the text structures and language features of imaginative and informative texts. **Assessment 2.2** **Informative text** *Short response* Students use these texts to create an informative text with a supporting image and a short oral presentation to share with an audience.	**Assessment 3.1** **Expressing an opinion** *Persuasive written, spoken response* Students express an opinion including reasons about an aspect of their poetry portfolio	**Assessment 4.1** **Reading comprehension** *Short response, observed demonstration* Students read, view and listen to a range of texts to comprehend and compare the text structures and language features of imaginative texts. **Assessment 4.2** **Create a digital multimodal text** *Short response* Students create a written imaginative event to be added to a familiar narrative, with appropriate images that match the text. They share their new event with an audience.

Mathematics	Students develop understandings of: • Number and place value — represent two and three-digit numbers, read and write two and three-digit numbers, connect number representations, partition two and three-digit numbers, use the twos, threes, fives and tens counting sequence, count to and from 1000, represent addition and subtraction, use part-part-whole relationships to solve problems, connect part-part-whole understanding to number facts, recall addition number facts, add strings of single-digit numbers, add 2-digit numbers • Location — interpret simple maps of familiar locations, describe 'bird's-eye view', use appropriate language to describe locations, use simple maps to identify locations of interest.	Students develop understandings of: • Number and place value — continue with Term 1 concepts and recall addition number facts, subtraction number facts, add & subtract single and two-digit numbers, solve addition and subtraction problems, represent multiplication, represent division, solve simple grouping and sharing problems. • Patterns and algebra — identify the 3s counting sequence, describe number patterns, identify missing elements in counting patterns, and solve simple number pattern problems. • Using units of measurement — identify the number of days in each month, relate months to seasons, tell time to the quarter hour, • 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. • Transformation — describe the effect of one-step transformations including turns, flips and slides, and identify turns, flips and slides in real world situations. • Shape — recognise and name familiar 2D shapes, describe the features of 2D shapes, draw 2D shapes and describe the features of familiar 3D objects.	Students develop understandings of: • Number and place value — count to and from 1000, represent three-digit numbers, compare and order three-digit numbers, partition three-digit numbers, read and write three-digit numbers, recall addition number facts, identify related addition and subtraction number facts. • Money and financial mathematics — count collections of coins and notes, make and compare money amounts, read and write money amounts, compare money amounts. • Money and financial mathematics — describe the features of Australian coins, count coin collections, identify equivalent combinations, identify $5 & $10 notes, count small collections of coins and notes • Using units of measurement — compare and order objects, measure length, area and capacity using informal units, compare and order area of shapes and surfaces, cover surfaces to represent area • Data representation and interpretation — collect simple data, record data in lists and tables, display data in a picture graph, describe outcomes of data investigations.	Students develop understandings of: • Number and place value —represent two and three-digit numbers, read and write two and three-digit numbers, connect number representations, partition two and three-digit numbers, use the twos, threes, fives and tens counting sequence, count to and from 1000, represent addition and subtraction, use part-part-whole relationships to solve problems, connect part-part-whole understanding to number facts, recall addition number facts, add strings of single-digit numbers, add 2-digit numbers • 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, represent multiplication and division, use multiplication to solve problems, and count large collections. • Patterns and algebra — identify the 3s counting sequence, describe number patterns, identify missing elements in counting patterns, and solve simple number pattern problems. • Chance — identify every day events that involve chance, describe chance outcomes, describe events as likely, unlikely, certain, impossible. Fractions and decimals — represent halves and quarters and eights of shapes, represent halves and quarters of collections, represent eighths of shapes and collections, describe the connection between halves, quarters and eighths, and solve simple number problems involving halves, quarters and eighths.

Summative Assessment	**Investigating simple maps of familiar locations** *Assignment/Project* Students use a simple map to give and follow directions. **Counting and calculating to and from 1000** *Short answer questions* Students count to and from 1000, identify missing elements in number patterns and perform simple addition and subtraction problems using a range of strategies.	**Counting, multiplying and dividing** *Short answer questions* Students count, model and represent numbers to and from 1000, represent multiplication and division by grouping into sets. They divide collections and shapes into halves, quarters and eighths and solve problems. **Using a calendar to identify dates, months and seasons and telling time to the quarter hour** *Short answer questions* Students use a calendar to identify dates and the months included in seasons and tell time to the quarter hour. **Explain Transformations + 2D and 3D Shape** Students explain the effects of one-step transformations. Students draw two-dimensional shapes; recognise the features of three-dimensional objects.	**Collecting and representing data** *Assignment/Project* Students collect, organise and represent data to make simple inferences. **Ordering shapes and objects using informal units** *Assignment/Project* Students measure, compare and order several objects using uniform informal units. **Recognising the value of money** Exam/Test Students associate collections of Australian notes and coins with their values.	**Representing chance** *Short answer questions* Students describe outcomes for everyday events. **Number concepts** *Short answer questions* Students count to and from 1000, identify missing elements in number patterns. They solve simple addition and subtraction problems using a range of strategies, represent multiplication and division by grouping into sets. Divide collections in halves, quarters and eighths.
Science	**Cosmic Curiosity** In this unit Students will begin with an exciting project: creating a vibrant visual wonder wall filled with their burning questions about space. Students will dive into the mysteries of the cosmos by exploring the similarities between night and day and will collaborate with Year 6 students who have designed an engaging educational Scratch game. Through this game, they'll sharpen their skills in identifying celestial objects. At Stretton, students will become sky-watchers, observing the mesmerizing patterns of movement of objects in the sky. They'll uncover the secrets of how scientists predict the movement of celestial events and will make their own predictions based on observations. The students will creatively showcase their newfound knowledge through multimodal presentations, using precise subject-specific vocabulary to communicate their ideas with confidence and clarity.		**Sound** In this unit, students will explore and demonstrate how different sounds can be produced. They will describe the effect of sound energy on objects including vibration. Students will conduct safe investigations to predict and explore manipulating objects to make sounds in a variety of ways. Students will communicate their observations and findings with scientific vocabulary.	**Materials** In this unit, students will explore different materials and their properties. They will identify the properties of materials and understand that the properties stay the same as materials are adapted to create new products.
Summative Assessment	**Cosmic Curiosity** **I***nvestigation Folio* Students identify celestial objects and their patterns, describe how understanding this phenomena can help them in their daily life and pose questions, make observations, make predictions and represent patterns present in the sky.		**Sound** *Investigation* Students investigate different sounds and demonstrate how sound energy affects objects.	**Materials** *Investigation* Students investigate the properties of materials, their compositions and how they can be changed for a purpose. They investigate what makes an investigation fair and identify further questions.

HASS	**Significant Places** In this unit students will explore places of cultural, social and spiritual significance. Students will explore how places can be represented spatially in geographical divisions including their scale and how people and places are interconnected across those scales as well as how First Nations Australians are connected to a local Country/Place.	**Changes In Technology** In this unit student will explore how technological developments have changed people's lives. They will investigate a range of technologies through various sources and artefacts and understand the impact of the changes in technologies.	
Summative Assessment	**Significant Places** *Assessment task: Observed demonstration* Students will collect, sort and record information and data from observations and from sources provided, including labelled maps. They will draw conclusions and make proposals about how significant place are cared for and share observations using subject-specific terms. Students will discuss perspectives related to objects, people, places and events	**Changes In Technology** *Assessment task: Investigation* Students will pose questions to collect and record information and use sources to make and share observations. They will use unscaled timelines to sort and record changes over time and use subject-specific terms to communicate and share their observations. Students will reflect on past technologies and consider how the changes have impacted on the environment over time.	
Technologies		**Handy Helpers Part A** Students identify common digital systems and explain how and when they are best used. They represent data in different ways. Students use the book creator application to create content suitable for sharing online. They investigate the implications of sharing this information online. They use the basic features of online learning digital tools to create, locate and share content, and to collaborate, following agreed behaviours	**Handy Helpers Part B** Students represent and process data in different ways. They follow and describe basic algorithms involving a sequence of steps and branching using Blockly Dash Robots and other coding applications
Summative Assessment		**Assessment:** **Collection of work** Students draw and label the systems they use everyday. Students show how digital systems meet needs for different people. Students collaborate online	**Handy Helpers Part B** Students program a robot to follow a sequence of steps with choices that affect the outcome. They then experiment by modifying a sequence of steps and exploring what happens.
The Arts	**Visual Arts** **Exploring Artworks** In this unit students will identify where art works are found in their community and describe where, why and/or how people explore these art works. They explore and practice using art processes and materials to create a portfolio of art works linked to their Science and HASS units. The pieces in their portfolio will be accompanied with an artist's statement about their various art works. Students will share the works they create with others and discuss similarities and differences about the pieces.		

	Assessment: *Portfolio of work* create a portfolio with a range of art works that focus on line, colour, texture and shape, write an artist's statement for two of the art works, describing how the art was created.			
	Music In this unit, students continue to develop their singing voices through singing limited range, simple songs. They read, write and perform with rhythms ♩ ♩♩ 𝅝 and solfa (so and mi). Students recognise and perform ostinatos and drones, and identify phrases of songs, labelling the form (A B A A etc). They sing in canon, play tuned and un-tuned percussion instruments and respond to music they make and hear.		**Music** In this unit, students make and respond to music using simple rhythms (ta, ti-ti, za) and 2-note melodic phrases (so-mi). In Term 2 students learn how to improvise an ending to a song, using lyrics and melody.	
Assessment	**Assessment** *Portfolio of work*		**Assessment** *Portfolio of work*	
HPE	**Physical** **Soccer** In this unit, students will refine the fundamental movement skills of kicking (dribbling, passing & striking) and apply movement concepts and strategies to solve challenges in games of soccer. They will apply strategies for working cooperatively and apply rules fairly.	**Physical** **Scooter boards** In this unit, students will demonstrate fundamental movement skills while using scooter boards. They will manoeuvre a scooter board along different pathways and through a range of obstacles. Students will be provided with numerous opportunities to perform these skills in closed-skill environments, movement challenges and games. They will also work collaboratively with partners to solve team-based scooter board challenges.	**Physical** **iMove iJump iLand** In this context, students develop and perform static balances, locomotion skills, rotations, springs and landings. They also perform these gymnastic skills as a continuous movement sequence that incorporates the elements of under, over and through the air.	**Physical** **Skipping** In this unit students will perform long-rope skipping sequences to rhymes. They will identify how their heart reacts to skipping.

	Health **Stay Safe** 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 will explore 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: • understand their personal responsibility in staying safe • understand how to stay safe in the wider community • recognise the clues that can be used to recognise safe and unsafe situations • understand the emotions they feel in response to safe and unsafe situations • identify strategies and actions that can be used by students to keep themselves safe and ask for help if necessary • examine sun safe strategies to promote their own health, safety and wellbeing. This unit incorporates concepts from the Daniel Morcombe Child Safety Curriculum. **Health** **Message Targets** 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: • understand advertising techniques and the purpose of advertising • interpret health messages and how they influence people's decisions and behaviours • understand how advertisements are used to promote healthy behaviours • recognise how to make decisions that promote their own health and wellbeing • use their knowledge of advertising and health messages to create a health promoting poster.	
Summative Assessment	**Assessment:** *Collection of work* To describe changes as they grow older. To identify how emotional responses impact on others' feelings and select and apply strategies to keep themselves safe and ask for help with tasks or problems. **Assessment:** *Collection of work* Students examine the messages on breakfast cereal boxes to allow them to make good choices about their health. To examine health messages and describe how to keep themselves and others healthy and physically active.	

Year 3

	Term 1	Term 2	Term 3	Term 4
English	**Intriguing Informative texts** Students engage with a variety of non-fiction texts including information texts, print and digital texts that support and extend their developing independence as readers. These texts include information collected by Australian, First Nations Australian and world authors and that links with the work they are doing in the Science Learning Area. Students explore how authors use language features, topic specific vocabulary, text structures/features and images in informative texts to communicate ideas. Students listen to, view, read and compare a range of informative texts to identify purpose and audience and the way that these texts are structured and presented. Students engage in a presentation of information about a chosen living thing and provide opinion and feedback to others in a small group. Students read an unseen text and identify literal and inferential meaning, language and visual features and how these can extend meaning in a text.	**Analysing and creating persuasive texts** Students engage with a variety of fiction and non-fiction texts, with content of increasing complexity and technicality. Texts support and extend students as independent readers. Students explore how texts use different language features and structures depending on their purpose, including stages of a basic argument. Students read, view and analyse different persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience. They use these language features to create their own persuasive text in the form of a persuasive brochure about an issue in the local community.	**Examining imaginative texts** Students engage with a variety of texts including picture books, print, digital texts and chapter books that support and extend their developing independence as readers. Students listen to, read, view and interpret imaginative texts from their own and different cultures. Students explore how authors use language features, text structures and images in imaginative texts to create engaging characters and storylines. Students comprehend the texts they read and explore the meaning, text structure, language choices and visual features used to suit the context, purpose and audience. They create a multimodal imaginative text to be published and shared with an audience.	**Exploring different types of texts** Students listen to, read and view a range of different types of texts including simple narratives, informative texts, persuasive arguments and poems. They identify and describe texts by exploring the text structure, language features, purpose and audience of these texts and how authors have used these features to communicate their ideas and position the reader. Students explore how different texts, including informative, imaginative, persuasive and poetic, use language features and text structures to inform, narrate and persuade a range of audiences. Students discuss different texts that they have read and their relevant features with their peers and teachers. They present their preference for, appreciation of and/or opinion about these texts, relating ideas and referencing details within the texts.

Summative Assessment	**Assessment 1.1** **Reading comprehension** *Short answer questions* Students read an unseen text and identify literal and inferential meaning, language and visual features and how these can extend meaning in a text. **Assessment 1.2** **Presenting an informative text** *Informative – Spoken* Students engage in a presentation of information about a chosen living thing and provide opinion and feedback to others in a small group.	**Assessment 2.1** **Persuasive brochure** *Persuasive response – written* Students create their own persuasive text in the form of a persuasive brochure about an issue in the local community.	**Assessment 3.1** **Reading comprehension** *Short answer questions* Students comprehend a text and explore the meaning, text structure, language choices and visual features used to suit the context, purpose and audience. **Assessmnet 3.2** **Creating a multimodal text** *Poster/multimodal presentation* Students create a multimodal imaginative text to be published and shared with an audience.	**Assessment 4.1** **Exploring features of texts** *Imaginative/informative response – Reading comprehension and Spoken* Students identify and describe features of a range of texts and express opinions, preferences and appreciation of texts with peers.

Mathematics	Students develop understandings of: • Number and place value — count to 1 000, identify odd and even numbers, represent 3-digit numbers, compare and order 3-digit numbers, partition numbers (standard and non-standard place value partitioning), recall addition facts and related subtraction facts, represent and solve addition problems, add 2-digit, single-digit and 3-digit numbers, subtract 2-digit and 3-digit numbers, represent multiplication, solve simple problems involving multiplication, recall multiplication number facts. • Patterns and algebra — infer pattern rules from familiar number patterns, identify and continue additive number patterns, identify missing elements in number patterns. • 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. • Shape — make models of three-dimensional objects. • Geometric reasoning — identify angles as measures of turn, compare angle sizes in everyday situations.	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, solve simple problems involving multiplication, recall multiplication number facts. • Using units of measurement — measure, order and compare objects using familiar metric units of length, mass and capacity. • 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, solve a range of simple problems involving money.	Students develop understandings of: • Number and place value — recall addition and related subtraction number facts, use 'part-part-whole' thinking to interpret and solve addition and subtraction word problems, add and subtract using a written place value strategy, recall multiplication and related division facts, multiply two-digit numbers by single-digit multipliers, interpret and solve multiplication and division word problems. • 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. • Patterns and algebra — infer pattern rules from familiar number patterns, identify and continue additive number patterns, identify missing elements in number patterns. • 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. • Location and transformation — represent positions on a simple grid map, show full, half and quarter turn on a grid map, describe positions in relation to key features, represent movement and pathways on a simple grid map.	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. • Chance — conduct chance experiments, describe the outcomes of chance experiments, identify variations in the results of chance experiments. • Using units of measurement — tell time to 5-minute intervals.

Summative Assessment	**Number** *Exam* Students classify numbers as either odd or even and count to and from 10000. They continue number patterns involving addition and subtraction. They recall addition for single-digit numbers, and recognise the connection between addition and subtraction. **Geometry – Symmetry, Angles, 3D Shapes** *Short answer questions* Students identify symmetry in the environment and recognise angles in real situations. They make models of three-dimensional objects. **Fractions** *Exam* Students model and represent unit fractions.	**Measurement – Length, Capacity & Mass** *Exam* Students use metric units for length, mass and capacity. **Number** *Exam* Students recall multiplication facts for single-digit numbers. They solve problems using efficient strategies for multiplication. **Money** *Exam* Students represent money values in various ways. They correctly count out change from financial transactions.	**Geometry- Location** *Short answer question* Students match positions on maps with given information. **Data** *Investigation* Students conduct simple data investigations for categorical variables. Students interpret and compare data displays. **Number & Fractions** *Exam* They continue number patterns involving addition and subtraction. They recall addition for single-digit numbers, and recognise the connection between addition and subtraction. Students model and represent unit fractions.	**Chance** *Investigation* Students conduct chance experiments and list possible outcomes. **Number** *Exam* Students recall multiplication facts for single-digit numbers. They solve problems using efficient strategies for multiplication. **Time** *Exam* Students tell time to the nearest minute.

Science	**The Cycle of Life – Biological Sciences** In this unit students understand what makes something living, once living or non-living. They classify and compare the characteristics of living, once living and non-living things and investigate the life cycles of plants and animals to explore the differences between these life cycles. They will explore a variety of life cycles and organise data to identify similarities and differences. They begin to pose questions that guide teaching and learning experiences, make observations in local settings and document their finding using class anchor charts. Students build their scientific communication skills by representing and labelling life cycles and engaging in class discussions to share their knowledge about living, once living and non-living things. They explore patterns and relationships when they compare the lifecycle of a plant and animal and communicate their differences in an end of term assessment task.	**Suitable Soils – Earth and Space Sciences** In this unit students compare the observable properties of rocks, soils and minerals. They investigate Earth's natural resources and their importance. Throughout this unit students will make connections to how First Nations People cared for and used the Earth's natural resources sustainably. Students begin the unit by exploring the properties of soils, rocks and minerals, they make observations, and use simple instruments to measure and record data. They build their scientific vocabulary and skills through hands-on experiences and draw conclusions connected to real world experiences. Following this, students work in groups to use scaffolds to participate in a guided investigation to determine the best soil type of an endemic plant species. They collect data, make observations, pose questions and draw conclusions to inform the community about soil suitability.	**Heating Up – Physical Sciences** In this unit students understand heat is a type of energy that can flow and move. They recognise different ways heat energy is produced, investigate the differences in hot and cold, and explore how heat transfers, explaining changes in temperature of objects. Students investigate ways to create heat, collect data and observations on how heat moves and flows, and how to slow down or speed up the transfer of heat using conducting or insulating materials. Students begin the unit by collating their prior knowledge about heat sources and heat energy. They observe heat energy through investigations and investigate the properties of conductors and insulators, identifying a purpose for their use. Students explore how First Nations People used knowledge of heat and heat transfer to create everyday items. Students work in groups to design an insulated cup with provided materials. They explain heat transfer and how their cup design meets a need. They conduct fair and safe investigations, using scaffolds and familiar classroom instruments to collect and record data. They compare their findings to others, drawing conclusions by communicating	**Recycling Materials- Chemical Sciences** In this unit students will classify solids and liquids, labelling their observable properties. Students will recognise that adding or removing heat energy leads to a change of state. They will research how change of state can help us recycle by collecting data and information to inform their conclusion.
Summative Assessment	***The cycle of life*** *Supervised Assessment* Students classify and compare living and non-living things. They construct a representation of a life cycle and identify patterns and relationships by comparing life cycles.	***Suitable Soils*** *Experimental Investigation* Students describe the observable properties of soil. Students conduct an investigation using familiar classroom instruments and scaffolds to collect and organise data and develop explanations.	***Heating Up*** *Experimental investigation* Students identify sources of heat energy and examples of heat transfer and explain changes in the temperature of objects by designing and creating a cup that keeps water warm, using knowledge of insulated materials to slow the transfer of heat	**Investigating solids and liquids** *Experimental investigation* Students classify solids and liquids and describe how adding and removing heat causes a change of state.

HASS	**My community and me** In this unit, students will explore the groups and communities that they actively participate in and contribute to focused on the inquiry question, why do people contribute to communities? Students will discover who has the authority to make rules and the reasoning behind them. They will investigate the following questions: Do students know all the rules that they need to follow? Are they aware of the consequences for breaking these rules? Is this fair? They will explore the processes followed to establish fair rules. Students will explore situations and scenarios where no rules exist and where strict rules are in place. Students will explore the established rules of the place to determine if they have been made for everyone in the community. As part of their culminating work, students will develop a rule that is important for a community they are a part of. They will consider appropriate consequences of this rule not being followed and determine what they feel is best for all members of their community. Students will propose a positive action or response to a community issue and consider the possible effects of this responses.	**Cause and effect of people** In this unit, students describe the causes, effects and contributions of people to change in our local community and how people who may be from diverse backgrounds have contributed to these changes. Students will develop questions and locate, collect and record information and data from different sources. They interpret information and data in different formats and use ideas from sources, and subject-specific terms to present descriptions and explanations. Students will explore resources like the census or artifacts that that demonstrate change over time. A range of historical resources and curated Stretton artifacts will help students to differentiate the past from the present Students will focus on a particular aspect of community change that interests them, they will ask questions to prompt their investigation and compare the past to the present. They will investigate the causes of change and the effects of change. Students will create a timeline that documents the changes they have investigated.	**Australia and our neighbours** In this unit, students describe the causes, effects and contributions of people to change to their local community. They identify the significance of events, symbols and emblems to Australia's identity and diversity. Students will develop questions and locate, collect and record information and data from different sources. They interpret information and data in different formats and use ideas from sources, and subject-specific terms to present descriptions and explanations. Students will select a country that is near to Australia and produce a travel guide that shows information and data from different sources. Students will locate, collect and record information about Australia and a neighbouring country.	**Significant events, symbols and emblems of Australia** In this unit, students identify the significance of events, symbols and emblems to Australia's identity and diversity. Students will create an artifact about a chosen event, emblem or symbol that is important to Australia's identify and diversity. This artifact could be shared on the school Facebook page, newsletter or around the school in 2025. The artifact should include information informing the community about their chosen event, symbol or emblem, why it is important to Australia's identify and diversity, their origins, use and significance, and multiple perspectives people might have.
Summative Assessment	***Assessment task*** In this assessment, students will develop and describe a set of rules for their class and the associated consequences when rules are not followed. They will identify the contributions of people to their community.	**Assessment task** In this assessment, students will investigate a range of sources then describe the causes, effects and contributions of people to change.	***Assessment task*** In this assessment, students will create a travel guide for their chosen country. Students will record information, create maps to represent places to compare their country to Australia, identifying similarities and differences.	**Assessment task** In this assessment, students will create an artifact that could be shared to inform the Stretton community about significant events, symbols and emblems to Australia's identify and diversity. Students will collect and locate information about significance, origins, and perspective on their chosen event, symbol and emblem.

Technologies	**Musical Code** **Before beginning Coding, students first:** Students learn how to securely access and use digital learning systems. They use online learning tools to plan, create, locate and share content, and to collaborate, following agreed behaviours. Students identify their personal data stored online and recognise the risks. **In this unit students:** Students create a program that plays selected sequences of notes. It allows students to select from different instruments and to select different tempos. They learn how to code to simple algorithms involving branching and iteration.	
Summative Assessment	**Musical Code** *Students create plan and create an app for a purpose (music) to demonstrate an understanding of branching and iteration.*	
The Arts		**Visual Arts** **Exploring Artworks** In this unit students will identify where art works are found in their community and describe where, why and/or how people explore these art works. They explore and practice using art processes and materials to create a portfolio of art works linked to their Science and HASS units. The pieces in their portfolio will be accompanied with an artist's statement about their various art works. Students will share the works they create with others and discuss similarities and differences about the pieces
Summative Assessment		**Exploring Artworks** *Collection of work* Students create a portfolio of artworks using line, colour, texture and shape
	Music – In this unit students continue to develop their in-tune singing voices through the singing of simple songs and the use of melodic terms such as pitch names/numbers and also singing games. They read, write and perform with rhythms  and pitch. Students develop an understanding of staff notation, play tuned and un-tuned instruments [eg classroom percussion] and respond to music they make and hear.	**Music –** In this unit students continue to develop their in-tune singing voices through singing limited range, simple songs and the use of melodic terms [solfa, pitch names/numbers], handsigns and singing games. They develop an understanding of staff notation including time signatures $\frac{2}{4}$ $\frac{4}{4}$ and read notation from the staff. Students begin to learn a melodic instrument and respond to music they make and hear.

HPE			**Health - Good Friends** In this unit, students will explore the impact of positive social interaction on self-identity. They will investigate different types of friendships and examine the qualities we look for in a friend, as well as their roles and responsibilities. Students will learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. They will reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships. **Health – I am healthy and active** In this unit, 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.	
Summative Assessment			**Good friends** *Assignment/Project* Students recognise strategies for managing change and identify influences that strengthen identity. They investigate how emotional responses vary and understand how to interact positively with others. **I am healthy and active** *Supervised assessment* Students use decision-making skills to select and demonstrate strategies that help them stay healthy and active. Students understand the benefits of being healthy and physically active.	
	Physical Activity **OzTag** Students refine the fundamental movement skills and apply movement concepts and strategies to learn OzTag techniques. They will apply these skills, concepts and strategies so solve Oz Tag challenges and create and perform an Oz Tag sequence.	**Physical Activity** **Take your marks, get set. Play** Students develop the fundamental movement skills of running, jumping and throwing. They practise and refine these skills in individually based activities. Students apply these skills in simple games and group challenges by refining movement concepts and strategies. They also explore the benefits of physical activity to health and wellbeing.	**Physical Activity** **Dance** Students will explore various dance routines and familiarise themselves with the elements of movement. Students will create their own dance and work collaboratively with their peers.	**Physical Activity** **Movement skills** Students will develop the fundamental movement skills of running, jumping and throwing. They will practise and refine these skills in individually based activities. Students will apply these skills in simple games and group challenges by refining movement concepts and strategies.

Year 4

	Term 1	Term 2	Term 3	Term 4

English	**How do we create engaging stories?** Students as authors engage with and create imaginative stories that draw on known characters and events from a familiar narrative. They share their writing with a familiar audience. To understand what good authors do throughout this unit students engage with a variety of contemporary and first nations picture books and stories, oral and multi-modal stories and short novels that describe and develop characters and events within a familiar framework of experiences. To understand that writing is a process students will interact with their peers to share and extend ideas about characters and events in familiar narratives. They will create an imaginative story about a familiar character that is organised into paragraphs to link and sequence their ideas. They apply a range of language features to further develop known characters and experiment with complex sentences. Students become authors drafting and publishing their story to create a class book that will be placed in the library. Students record themselves reading their favourite passage from their text to be shared with their parents.	**Stories from the past** Students as aspiring historians engage with and create historical narratives that draw on different perspectives during the journey of the First Fleet and life in Australia for British and First Nations People. They share their work with a chosen audience in the community. To understand a variety of literary techniques used by authors, students engage with a range of historical narratives, picture books, diary entries, dramatic performances, non-fiction and multi-modal texts that provide details on the chronological sequence of events from a relevant time in history. They listen to and share ideas about events from the past. Students take on the perspective of a person from the past and present an informative narrative that sequences events in chronological order extending ideas from learnt historical facts. They create a text in first person, using learnt historical vocabulary from a relevant time in history and apply a range of language features to sequence and describe a significant event. Students apply their dramatic and speaking skills to take on a historical perspective and present their event from an historical context. They present their narrative in character to the class or a small group of peers.	**Curious about characters** Students as curious readers engage with an imaginative text that develops characters settings and plot tensions. They create a written text that identifies a preference for a character and describes how an author has developed them. Throughout this unit students will engage with a novel as a class text that describes characters' appearance, behaviour and speech and comment on how authors make the readers care about their decisions and their consequences. To understand how to describe their preference for a favourite character students will research, create and edit a structured text that draws on information from a range of sources. They create a written response that uses learnt vocabulary to describe how a character develops traits that engage them as the reader. Students apply their knowledge and understanding of language features and appropriate grammar when communicating their preferences. They will edit to improve the cohesion of their text and their word selection, including synonyms and topic word associations.	**Persuading for a purpose** Students become critical thinkers as they view and analyse multimodal advertisements that draw on a range of persuasive features. To understand and apply appropriate persuasive features in their own multimodal texts, students reflect critically on the choices of authors of advertisements. They reflect on the impact of a range of persuasive tools and consider the connection between language and images when persuading an audience. They use metalanguage when identifying and describing persuasive features and consider how author's choices meet the purpose and audience of an advertisement. Students persuade for a purpose by applying their learning from HASS or Science to create a persuasive text. They apply their understanding of persuasive and visual features to encourage and audience of their peers to take positive actions aligned to their chosen issue in a multimodal presentation. Students prepare to present their persuasive text to the class and receive feedback about their spoken presentation skills. The unit culminates in a showcase of multimodal campaigns designed to persuade for a purpose.

	Assessment Task 1.1 Imaginative Adaptation ***Imaginative response – written*** Students create an imaginative adaptation of a familiar narrative. **Assessment Task 1.2 Reading comprehension** ***Informative response – short response questions*** Students use comprehension strategies to understand language in a familiar narrative.	**Assessment Task 2.1 Spoken literary recount** ***Imaginative response – written*** Students deliver a spoken literary recount in role as a character from the past. **Assessment Task 2.2 Comprehending historical recounts** ***Informative response - short response questions*** Students read historical recounts, answer comprehension questions and identify language features used to engage the audience.	**Assessment Task 3.1 Written response** ***Informative response - written*** Students create a text to express a preference for a character and describe how the author of your class text uses language features and vocabulary to develop them. They write a recommendation to display in the library.	**Assessment Task 4.1 Persuasive Campaign** ***Persuasive response – multimodal folio*** Students view a still and moving text and describe the features of each and how they suit their purpose. They create a persuasive text about a learnt topic and present it to a familiar audience.

Mathematics	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, make generalisations about the properties of odd and even numbers, make generalisations about adding, subtracting, multiplying and dividing odd and even numbers, compare large numbers, generalise from number properties and results of calculations, derive strategies for unfamiliar multiplication and division tasks • Shape — measure area of shapes, compare the areas of regular and irregular shapes by informal means • Shape — compare the areas of regular and irregular shapes using informal units of area measurement • Shape — measure area of shapes, compare the areas of regular and irregular shapes by informal means • 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	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, , recall of 3s, 6s, 9s facts, solve multiplication and division problems, use informal recording methods for calculations, apply mental and written strategies to computation, solve problems involving the four operations. • Patterns and algebra —use equivalent number sentences to find unknown quantities • Chance —compare dependent and independent events, describe probabilities of everyday events • 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, communicate sequences of simple fractions, represent fractions using a range of models, solve fraction problems in familiar contexts	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 • Data representation and interpretation — collect and record data, communicate information using graphical displays and evaluate the appropriateness of different displays. • 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	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 • Location and transformation — investigate the features on maps and plans, identify the need for legends, investigate the language of location, direction and movement, find locations using turns and everyday directional language, identify cardinal points of a compass, investigate compass directions on maps, investigate the purpose of scale, apply scale to maps and plans, explore mapping conventions, plan and plot routes on maps, explore appropriate units of measurement and calculate distances using scales • 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.

Summative Assessment	**Number** **Odd and even numbers & Number patterns** *Exam* Students use the properties of odd and even numbers. They recall multiplication facts to 10 x 10 and related division facts. They describe number patterns resulting from multiplication. They continue number sequences involving multiples of single digit numbers. **Comparing areas and using measurements** *Exam* Students compare areas of regular and irregular shapes using informal units. They use scaled instruments to measure temperatures, lengths, shapes and objects.	**Number- Problem Solving** *Exam* Students choose appropriate strategies for calculations involving multiplication and division. They identify and explain strategies for finding unknown quantities in number sentences. **Chance** *Exam* Students identify dependent and independent events and list the probabilities of everyday events. **Fractions** *Exam* Students recognise common equivalent fractions in familiar contexts. They locate familiar fractions on a number line.	**Time** *Exam* Students convert between units of time and solve problems involving time duration. **Data** *Investigation* Students construct data displays from given or collected data. They describe different methods for data collection and representation, and evaluate their effectiveness. **Decimals & Money** *Exam* Students make connections between fraction and decimal notations up to two decimal places. Students solve simple purchasing problems.	**Symmetry, Angles & Location** *Short answer questions* Students create symmetrical shapes and patterns. They classify angles in relation to a right angle. Students interpret information contained in maps. **Number- Problem Solving** *Exam* Students choose appropriate strategies for calculations involving multiplication and division. They identify and explain strategies for finding unknown quantities in number sentences.

Science	**We are living in a materials world – Chemical sciences** In this unit, students will investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. They will conduct an investigation to solve a real-world problem and communicate their findings in an emailed report. To develop their scientific understanding, students will participate in investigations, collaborate with peers using Thinking Routines, and explore different methods of communicating ideas and findings to understand how different properties of materials affect their uses. They will engage with a range of different resources including informative, videos and images to think critically about the suitability of different materials in a scenario. Students will think scientifically to generate and share their ideas. Students will make predictions and use appropriate materials and equipment safely to make and record observations when conducting investigations. Students will represent data, identify patterns in their results, suggest explanations for their results, compare their results with their predictions, and reflect upon the fairness of their investigations. They will use scientific vocabulary and text structures to explain the properties of materials. They will present their findings orally, digitally and in written formats. Students will complete simple reports to communicate their findings.	**Fast forces – Physical sciences** In this unit students identify how forces can be exerted by one object on another and investigate the effect of frictional, gravitational and magnetic forces on the motion of objects. Students will then follow a strict investigative process and make predictions about what they expect to happen. Students will construct and build a "marble run" and determine which type of track is the fastest through a controlled scientific investigation where accurate measurements are required. Students will have opportunities to use a range of digital tools to record and simulate "rolling" events. The goal here is that students are able to build a marble run that supports consistent results and support this thorough investigation. Application of their knowledge of thorough scientific testing procedure will allow students to form conclusions and to validate or dismiss their hypothesis. Students will then have the opportunity to make predictions, work safely, compare their findings with others and to then identify further concepts for exploration. It is important that student develop and use appropriate scientific vocabulary when sharing their findings.	**From rain to rivers – Earth and space sciences** In this unit, students will identify the key processes in the water cycle and describe how water cycles through the environment. They will create representations of the water cycle and data, identify solutions based on scientific explanations and describe the needs these meet and communicate their ideas and understanding in a chosen mode. Students will visit local sites as scientists and observe firsthand. They will test theories using technologies such as the sand table and her from local experts. Students will think scientifically to generate and share their ideas. Students will gather data and record observations when conducting investigations. Students will represent data, identify patterns in their results and understand who would use specific data and for what purposes. Students will choose a mode to show their understanding of the water cycle, collect water samples from local waterways, analyse their data, draw conclusions and identify waterway health issues and pose solutions, explaining the needs they meet.	**Sustain the chain – Biological sciences** In this unit students will learn about the roles of organisms and food chains. Students will investigate how invasive species cause disruption to a food chain and can impact an entire ecosystem. Students will evaluate solutions based on scientific explanations and communicate their ideas and findings using scientific vocabulary. To develop their scientific understanding, students will watch documentaries, discuss and collaborate with peers to identify the roles of organisms, investigate the impact of invasive species and explore different methods of communicating ideas and findings. Students will construct detailed food chains, identify what different organisms do, conduct research, use the information to identify potential disruptions to food chains and evaluate solutions posed by scientists.

Summative Assessment	**Materials** ***Experimental investigation*** Students will test the properties of different materials by dropping a ball/marble on different surfaces. Students will predict, identify whether the method was fair, identify safe practices. Students will test, observe, record and make judgments as to which material is most suitable for the purpose. They will give a reason for why results may have occurred using scientific understanding and Answer Inquiry question, which material suits purpose best and why potentially in a responding format. (Email response)	**Forces** ***Experimental investigation*** Students will test the opposing forces on a marble track. Students will predict, draw force diagrams, explain contact and non-contact forces used, fair test, collect data, create a digital graph and analyse patterns and suggest reasons. Students will also identify if Science understanding is needed in a given scenario.	**Water Cycle** ***Investigation*** Students will identify the key processes in the water cycle and describe how water cycles through the environment. Students will create a basic animation using (Keynote/Stop Motion) to explain the water cycle. Students will analyse data, create graphs and pose solutions.	**Food chains** ***Investigation*** Students will identify the roles of organisms in a habitat and construct food chains. Students will identify the needs of a given Australian animal, draw a current food chain including roles of organisms and a food chain in the new environment. Students will draw conclusions on the suitability and propose a potential sanctuary for a given Australian animal.

HASS	**Diverse voices in a shared community** In this unit students will develop an appreciation and respect of the diverse individuals and groups that contribute to their local Australian community. They will explore the social and cultural factors that shape the identity of its citizens and the role that local governments play in providing services for all community members to develop a sense of belonging. In addition, students will explore the difference between rules and laws and how these contribute to the organisation and structure of their local community. Students will engage in collaborative discussions with each other as well as members of the community outside of school to investigate the diversity of identity in the local community. They will develop questions to guide their inquiries and record responses from interviews conducted. To further their investigation, students will interpret and analyse information collected from these interviews to enable individual perspectives to be identified. To describe the true diversity of individuals interviewed in the community, students will present a short description about the identity of one community member using notes collected during an interview, sharing information about social and cultural factors that shape identity as well as services in the community that this person accesses and the impact and contribution these have on their sense of belonging. Students will also draw conclusions on the character traits of this person and use relevant subject-specific vocabulary. Through engagement in this investigation, students will have the opportunity to celebrate the diversity of the Australian society and develop an understanding of their position and importance within it.	**Land, sea and dreams** In this unit students will explore Australia and Britain prior to 1788 and the reasons Britain wanted to establish a colony in Australia. They will uncover the effects British colonisation had on Australian First Nations Peoples, British immigrants and on the Australian environment, sharing both in celebration as well as sympathy for decisions made at the time. Students will step inside life in the colony following 1788 to explore the true impact of colonisation on the people and place and how daily lives significantly changed. Students will engage with a range of sources to investigate the causes and effects of colonisation in Australia including – image, text, diary entries, maps, graphs and videos. Guided by inquiry questions, they will analyse sources to identify differing perspectives about the historical events that occurred at the time. Using the provided inquiry questions as a framework, students will describe the diversity of experiences of people in Australia prior to and following 1788 as well as the events and causes of the establishment of the first British colony in Australia by locating information from a range of provided sources. They will also analyse these sources to draw conclusions about the effects of colonisation on people and environments using relevant subject-specific vocabulary. Through engagement in this historical investigation, students have the opportunity to work as historians	**Living ecosystems within global landscapes** In this unit students will explore the natural ecosystems of both Australia and countries in Africa, South America and Europe. They will uncover the importance of environmental elements including climate, vegetation, native animals, natural resources as well as water sources in these environments and describe how each play a significant role in supporting the lives of people and animals. Students will locate and engage with a range of sources to investigate the environments in these countries including – images, text, maps, graphs, tables and videos. Guided by inquiry questions, they will interpret the information and data displayed in these sources to draw conclusions and compare environments between countries across different continents. Students will also have the scope to adapt these inquiry questions to suit their country of choice. Using the provided inquiry questions as a framework, students will explore the diversity of local opinion, identifying perspectives of both local residents of a country as well as native animals of a country, outlining their reliance on the local environment. Students will also describe the relative location of countries from other countries using distance and direction. Through collaborative inquiry in this geographical investigation, students have the opportunity to work as geographers uncovering daily life of people and animals and the significance the surrounding environment has on them, using accurate and subject-appropriate vocabulary.	**Seeking sustainability!** In this unit students will explore the importance of their local natural environment around Stretton State College for the people and animals that inhabit the area. They will investigate the use and/or management of local renewable and non-renewable resources and determine their sustainability for the future. Students will uncover traditional sustainability practices used by First Nations Australians and explore innovative strategies that countries around the world are implementing on the way to a greener future for all. Students will collect and record notes from a range of sources that investigate a current global sustainability issue including – images, text and infographics. Students will also lead local observations around the school environment and interview peers, examining how and where this global issue initiates locally. From this, questions will be developed, which will guide students through their inquiry. Using understanding and knowledge built throughout the term, students realise they have a small part to play at a local level. They propose actions or responses to this issue, considering possible effects of these actions. Through this geographical inquiry, students have the opportunity to work as geographers uncovering the significance of our actions on the environment at a local level, and in turn the implications the environment will have for us globally, using relevant and subject-appropriate vocabulary. As a culminating experience, students will showcase their sustainability proposals for the community at the Stretton Eco Sphere Exhibition to be held at the end of Term 4.

		uncovering experiences and interactions of people, places and environments of the past.		
Summative Assessment	*Assessment task* Students explore the experiences of an individual and groups in the past, aspects that have changed and remained the same and the importance of laws and factors that shape a person's identity and sense of belonging in society.		*Assessment task* Students investigate the interconnections and diverse characteristics of the environment, interpret data to describe simple patterns and identify different views to respond to a challenge.	
Technologies			**Design and Technologies** Students repurpose through design, an existing school space into a communal school kitchen area where students / staff can safely prepare food and make lunch for themselves from ingredients they have brought or harvested from our school garden.	**Digital Technologies** design a sustainable shopping bag using a repurposed clothing item Describe the features and uses of technologies and create designed solutions, select design ideas against design criteria, and plan and sequence steps and use technologies and techniques to safely produce designed solutions
			Assessment: Students consider Appropriate Factors for Design, create their design in Tinkercad and communicate design ideas with Grandparents and Parents during an invitational session.	Assessment: **Part A:** Define your Solution **Part B:** Investigate materials and technologies. **Part C:** Generating and design **Part D:** Produce and Implement **Part E:** Evaluate
The Arts	**Drama** **Dramatic Traditions** In this unit, students make and respond to drama by exploring dramatic traditions and practices in stories of Australia (including Aboriginal drama and Torres Strait Islander drama) and Australia's neighbouring countries as stimulus. • Students will: explore ideas and narrative structures of stories from Australia and neighbouring countries 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.			
	Dramatic traditions: Collection of work Students devise, perform and respond to a drama based on storytelling.			

	Music: In term 1, students will learn about the notes (C, D, E, G and A) on the staff. Students will apply their understand of the staff, by compose a short song reflecting their identity. Students will also respond to questions expressing their how their musical choices reflect their identity.	**Music:** In term 2, students will learn about Sea Shanties, learning about what creates a Sea Shanty. Students will continue practising their in-tune singing and learn about the ukulele and how to play a chord on the ukulele.	**Music:** In term 3, students will learn to sing in another language, helping understand cultures from different places, cultures, and countries. They will work collaboratively by performing in small groups. Students will also respond to a series of questions, discussing where/why/how music comes from different cultures/ places.	**Music:** In term 4, students will learn about advertising in music and what musical elements help sell products. While learning how to use Garage Band, they will compose a short jingle advertising something created from another class.
	Assessment *Portfolio of work*		**Assessment** *Portfolio of work*	
HPE	**Health** **Netiquette and online protocols** In this unit, 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.	**Health** **Health channels** In this unit, 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.		
	Netiquette and online protocols -Collection of Work Students interpret health messages related to cyber safety and discuss the influences on safe online choices. Students describe the connections and benefits students have within an online community and identify resources available to support their online safety.	**Health channels - Collection of Work** Students interpret health messages in product advertisements. They apply decision-making skills in relation to a health message for a product.		

	Physical - Athletic spectacle Students create an athletic themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations.	**Physical - Criss Cross** In this context, students practise and refine fundamental movement skills to perform various skipping skills and solve individual skipping challenges. They also examine the benefits of being fit and physically active and how they relate to skipping.	**Physical- Circus Skills Let me entertain you** Students practise and refine fundamental movement skills to perform the circus skills of balancing and juggling.	**Physical - Cricket Bat, catch, howzat!** Students apply strategies for working cooperatively and apply rules fairly. They demonstrate refined striking/fielding skills and concepts in active play and games. They apply skills, concepts and strategies to solve movement challenges in striking / fielding games.

Year 5

	Term 1	Term 2	Term 3	Term 4
English	**Examining and creating fantasy texts** Students engage with texts by First Nations Australian, Australian and world authors for enjoyment. They listen to, read and interpret a novel from the fantasy genre showing understanding of character development in relation to plot and setting. Students demonstrate the ability to analyse the development of a main character through a written response. They create a fantasy narrative depicting contrasting fantasy characters in relation to setting and plot.	**Appreciating Poetry** Students engage with a variety of texts for enjoyment including film and digital texts, novels, poetry and dramatic performances. These texts have complex sequences of events and use the effects of imagery and figurative language. They include classic and/or contemporary literature from wide-ranging Australian and world authors, and texts from or about Asia. Students will interpret and evaluate poems, analysing how text structures and language features have been constructed by the poet, for specific purposes and effects. They will express and justify opinions about aspects of selected poems during group discussions.	**Shaping our Community (HASS)** Students will explore school leadership within the context of Australian democracy. They will engage in a range of activities to understand democratic values, beliefs and responsibilities. They will collect data and information from a range of sources in the school and wider community to inform their civic goals. Students will apply for relevant leadership positions within the school community and create a campaign video that outlines their civic goals, values and understanding of democracy. They will create a digital, multimodal feature video, including written and visual elements, from a particular viewpoint. Students will investigate the ways in which leaders use resources to meet the needs and wants of citizens. They will explore natural, human and capital resources and will suggest conclusions and use criteria to propose actions and responses to a school-based issue. Students will develop their own action proposal to address an issue within the school.	**Exploring narrative through novels and film** Students engage with texts by First Nations Australian, Australian and world authors for enjoyment. Texts include films, digital texts and novels and explore themes of interpersonal relationships through a range of characters and complex sequences of events that may involve flashbacks and shifts in time. Students explore ways in which a text can reflect time and place, and how ideas are conveyed through characters, setting and events. 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 express and justify opinions about aspects of the novels and films during group discussions.
Summative Assessment	**Assessment Task 1.1 Imaginative response** ***Imaginative response – written*** Students write a fantasy narrative, creating a 'good' and 'evil' character, and establish setting.	**Assessment Task 2.1 Poetry Analysis** ***Informative response – written/spoken*** Students will identify poetic features and structures used in the poem Stingray.	**Assessment Task 3.1 Creative Response** ***Informative/Persuasive response – written/spoken*** Students will develop their own action proposal to address an issue within the school.	**Assessment Task 4.1 Persuasive Written comparison** ***Persuasive response - written*** Students write a comparison of a novel and its film adaptation and state a preference.
Mathematics	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	Students develop understandings of: • Number and place value — 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	Students develop understandings of: • Number and place value — 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	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

	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.	and evaluate strategies that are appropriate to different problems. • Patterns and algebra — create and continue patterns involving whole numbers, fractions and decimals, explore strategies to find unknown quantities. • Geometric reasoning — identify the components of angles, compare & estimate the size of angles to establish benchmarks, construct & measure angles. • Geometric reasoning — estimate and measure angles, construct angles using a protractor. • 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. Explore methods of data representations to construct & interpret data displays, reason with data. • 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). • 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.	strategies including the right-to-left strategy, multiplies whole numbers and divides by a one-digit whole number with and without remainders. • 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 — explore maps and grids, use a grid to describe locations, describe positions using landmarks and directional language. • 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.	addition, subtraction, multiplication and division, use efficient mental and written strategies to solve problems. • Fractions and decimals — apply decimal skills, recognise 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. • 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 • Money and financial mathematics — investigate income and expenditure, calculate costs, investigate savings and spending plans, develop and explain simple financial plans. • Money and financial mathematics — create simple budgets, calculate with money, identify the GST component of invoices and receipts, and make financial decisions.

Summative Assessment	**Number** ***Exam*** Students identify and describe factors and multiples. They solve simple problems involving the four operations using a range of strategies. **Fractions** ***Exam*** Students order unit fractions and locate them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions. **Time** ***Exam*** Students convert between 12- and 24-hour time.	**Data** ***Investigation*** Students pose questions to gather data, and construct data displays appropriate for the data. Students interpret different data sets. **Chance** ***Exam*** Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. **Measurement** ***Exam*** Students use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles.	**Geometry – Shape, Transformation, Symmetry & Angles** ***Exam*** Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. They measure and construct different angles**.** **Geometry – Location** ***Exam*** Students use a grid reference system to locate landmarks. **Number** ***Exam*** Students identify and explain strategies for finding unknown quantities in number sentences involving the four operations.	**Decimals** ***Exam*** Students order decimals and unit fractions and locate them on number lines. Students continue patterns by adding and subtracting fractions and decimals. **Financial Plans** ***Investigation*** Students explain plans for simple budgets. They check the reasonableness of answers using estimation and rounding. **Number** ***Exam*** Students identify and describe factors and multiples. They solve simple problems involving the four operations using a range of strategies. Students identify and explain strategies for finding unknown quantities in number sentences involving the four operations.
Science	**Enchanted Ecosystems – Biological Sciences** In this unit, students examine how structural features and behaviours help animals survive in their environments. They will investigate animal adaptations and create their own fantasy creature that will survive in a chosen environment. To develop their scientific understanding, students will participate in investigations, collaborate with peers using Thinking Routines, and explore different methods of communicating ideas and findings to understand how adaptations support survival. They will engage with a range of different resources including informative and imaginative texts, performances, videos and images to think critically and creatively about animal adaptations. Students will think scientifically to generate and share their ideas. They will use scientific vocabulary and text structures to explain features of animals. They will present their findings orally, digitally and in written formats.	**Matters on the Move: The Journey Through States – Chemical Sciences** In this unit, students will explain and model the movement and arrangement of particles. They will conduct experiments and investigations into how matter changes states. To demonstrate their understanding, students will choose to simulate the behaviour of particles through roleplay, digital tools or tangible materials. They will explore local environments and familiar contexts, such as the Environmental Learning Area (ELA), to deepen their understanding and create representations. They will select variables to investigate to examine factors that influence how matter changes state. Students will develop skills in scientific inquiry, collaboration and communication by work with peers to compare methods, dissect findings, and uncover potential sources of error. They will pose questions and draw reasoned conclusions.	**Shining light on our community – Physical Sciences** In this unit students develop their understanding of the sources of light and how light travels. They identify a problem involving light in the local community and explain the solution. They will investigate how light travels using an accurate representation of a hands-on scenario. To develop their scientific understandings and skills students will engage in a range of hands-on investigations. They will communicate their understanding using annotated diagrams and representations of how light travels. They will reflect on how the understanding of light helps scientists and communities address everyday problems. In this unit, students will collaborate with their peers, engage in thinking routines, pose questions and communicate using a range of digital tools. Students will apply their understanding of a fair test to plan a method and accurately conduct an investigation. They will then compare their results with another to identify	**Weathering the Storm – Earth and Space Sciences** In this unit, students will explore how weathering and erosion transform Earth over time, and how human actions can influence these changes in positive ways. Students will investigate real-world success stories of scientific collaboration that have led to scientific advancements. They will use photos, videos, and scientific language to communicate their findings and inspire action within their community. To develop their understanding, students will conduct experiments and investigations, create models and representations, and make observations of weathering and erosion within the school and local community. Students will also learn about the importance of intercultural considerations, particularly by including perspectives from First Nations peoples when planning and conducting fieldwork.

	They will develop annotated diagrams to explain how adaptations help animals survive in different environments. To compliment the learning taking place in English, students will create a fantasy creature by combining different structural features and explain why they would support survival in a chosen environment. This can be used to create a character profile, which can go at the beginning of their English fantasy narrative.		errors in testing. Students draw reasoned conclusion about the results of their testing.	
Summative Assessment	**Creating a creature** ***Multimodal presentation*** Students analyse how the form of living things enables them to function in their environments. They use environmental data when suggesting explanations for difference in structural features of creatures. Students communicate ideas using multimodal texts.	**Exploring the transfer of light** ***Experimental investigation*** Students plan, predict and conduct a fair investigation to explain everyday phenomena associated with the transfer of light. They discuss how scientific developments have affected people's lives and help us solve problems. Students describe ways to improve the fairness of their investigation and communicate ideas and findings.	**Exploring the solar system** ***Multimodal presentation*** Students describe key features of the solar system. They describe how science knowledge develops from many people's contributions and explain how scientific developments have affected people's lives and solved problems. Students communicate ideas using multimodal texts	**Investigating evaporation and explaining solids, liquids and gases** ***Experimental Investigation*** Students plan, conduct and evaluate an investigation into a variable that affects evaporation and describe and apply knowledge of the properties of solids, liquids and gases. They communicate ideas and findings using multimodal texts.
HASS	**Past – Life in the Australian colonies after 1800 (History)** In this unit students will develop an appreciation of the significant people involved in the colonisation of Australia and how their actions impacted the environment and society at the time. They will explore concepts including perspectives by stepping inside the daily lives of people and groups and reflect on how their actions and events impacted First Nations people and modern Australia. Students will engage with a range of sources to investigate the reasons for colonial settlement including – images, videos, texts, diary entries, time lines and letters. They will develop questions using their wonderings and evaluate sources to reflect on their validity and purpose. To further develop their research skills and understanding of primary and secondary sources students will locate information about significant people and groups to draw conclusions and communicate their findings. Through the use of step inside routines students will immerse themselves in the role of significant people and groups and build their understanding of subject specific vocabulary. Students become historians presenting their understanding of the reasons for the establishment of colonies and the roles of significant people and groups. They will develop questions, locate information and present their findings from the perspective of a significant person. They will interact with their peers to share their perspective and reflect on their new learnings.		**Present – Shaping our community (Civics and Citizenship)** In this unit, students will explore school leadership within the context of Australian democracy. They will engage in a range of activities to understand democratic values, beliefs and responsibilities. They will collect of data and information from a range of sources in the school and wider community to inform their civic goals. Students will apply for relevant leadership positions within the school community and create a campaign video that outlines their civic goals, values and understanding of democracy. In this unit, students will investigate the ways in which leaders use resources to meet the needs and wants of citizens. They will explore natural, human and capital resources and will suggest conclusions and use criteria to propose actions and responses to a	**Future – Weathering the Storm (Geography)** In this unit, students will explore the characteristics of place, the way spaces are managed and the relationships between humans and their environments. Students will investigate management of severe weather events, people in the community cooperate to achieve civic goals, nature, human and capital resources, influence of people on the characteristics of places and in the management of spaces. How do people influence environments, and how do consumers and citizens contribute to a sustainable Australia?

			school-based issue. Students will develop their own action proposal to address an issue within the school. Key investigation questions include: How have people enacted their values, beliefs and responsibilities about people, places and events, past and present?	
Summative Assessment	**Life in the Australian colonies after 1800** ***Project - Multimodal*** Students explain the causes of the establishment of British colonies in Australia after 1800.	**Life in the Australian colonies after 1800** ***Investigation – Multimodal*** Students explain the roles of significant individuals or groups in the development of Australian colonies.	**Shaping our community** ***Project – Multimodal persuasive presentation*** Students create a campaign video explaining the democratic values and beliefs of your chosen candidate, and how nominees will achieve a civic goal to shape their community.	**Weathering the Storm** ***Project – multimodal*** Explain the influence of people on the characteristics of places and in the management of spaces when planning for zoning and natural disasters.
Technologies			**Delivering good health! *Portfolio*** In this unit, students will 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 will investigate: • healthy food choices and food preparation techniques; • plant growth requirements and production systems; • design needs and opportunities; • issues, including sustainability, which affects design; and • the characteristics of materials, tools and techniques in relation to the design challenge. • Generate designs, criteria for success, an annotated diagram of a sustainable plant service and a production plan. • Produce a plant service to enable the preparation of a healthy food product. • Evaluate their design and production processes. • Collaborate and manage by working with others and by following the steps for the project.	
			Delivering good health! ***Portfolio*** Students will design a service that provides a plant that can be used to create a healthy food product. The service will involve the design of the plants: packaging, care label and fact sheet.	
The Arts	**Dance landscapes** In this unit, students make and respond to dance from Australia and/or Asian countries using culture and landscapes as stimulus. Students will: • Explore movement and choreographic devices, using the elements of dance and production elements (props, costumes, space) to choreograph dances that represent ideas about Australian and/or Asian landscapes			

	• Develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination • Perform dance using expressive skills to communicate ideas about Australian and/or Asian landscapes • Explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts.		[redacted]	
	Dance landscapes Assessment will gather evidence of the student's ability to: • Work collaboratively to perform dances for audiences, demonstrating technical and expressive skills • Structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that communicate meaning • Explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view • Describe characteristics of dances from different social, historical and cultural contexts that influence their dance making.			
	Music: Students make and respond to music exploring the music-making of other cultures. Students will explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns of music from different cultures such as Japan, Korea, India, Indonesia and China. They will develop technical and expressive skills in singing and playing instruments in a range of pieces of music from different cultures. Students will rehearse and perform music from different cultures including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience. They will describe how their music making is influenced by music and performances from different cultures and places.		**Music:** Students make and respond to music exploring pieces of Western Art music that use a theme and variation structure. Students will explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns in a range of music from different times such as Baroque and Classical periods. They will develop technical and expressive skills in singing and playing instruments in a range of pieces from different times and places. Students will rehearse and perform music from different times and places including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience. They will describe how their music making is influenced by music and performances from different times and places.	
	In term 1, students will respond to a piece of music discussing the musical elements. In term 2, students will learn and perform a piece of music from a different culture/in a different language, in small groups, while performing on accompaniment instruments.		In term 3, students will learn about theme and variation and compose an 8-bar piece. They also discuss their ideas and influences of their own compositions, through answering 2 questions. In term 4, students perform in small groups, on a melodic instrument.	
HPE	**Athletics** Students create an athletic themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations. Students: • develop and combine fundamental movement skills to form athletic sequences • become familiar with the elements of movement and their use in athletic sequences. • create and practise athletic-themed movement sequences that link fundamental	**Soccer** Students explore and describe the key features of health-related fitness and the significance of physical activity participation to health and well- being in the context of soccor. Students: • explore the health-related fitness components within the game of basketball • develop the basketball skills of dribbling, passing, shooting and rebounding	**Tchoukball** Students develop the specialised movement skills identified in the game of tchoukball. They explore ethical behaviour and fair play and apply these concepts within a team and a variety of physical activities. Students: • develop an understanding of Tchoukball rules • become familiar with the basics of the Tchoukball charter • perform and refine throwing and catching skills within the context of Tchoukball • participate in activities that allow them to experiment with various	**Netball** Students identify and explain the health-related fitness components used in netball. They explore the significance of participation in everyday physical activities to their health and wellbeing. Students: • Identify situations where flexibility, muscular endurance, cardiovascular endurance and strength are used in netball. Create a multimodal presentation that identifies and explains the health-related fitness components in netball.

	movement skills and apply the elements of movement • develop athletic-movement sequences in authentic running, jumping and throwing situations	• determine the links between the recorded images and components of fitness • identify different physical activities in their everyday life • discuss benefits of regular participation in physical activity to their health and wellbeing.	Tchoukball-specific movement concepts and strategies • practise and refine Tchoukball-specific concepts and strategies identified as effective for successful ball movement, shooting and rebounding • apply learned concepts and strategies during modified games and gameplay • demonstrate fair play and cooperation during Tchoukball modified games and gameplay.	
	Health **Emotional interactions** Students recognise that emotions and behaviours influence how people interact. They understand that relationships are established and maintained by applying skills. Students identify practices that keep themselves and others safe and well.		**Health** **Multicultural Australia** Students gain an understanding of multiculturalism by examining the changing nature of Australia's cultural identity. They examine how sharing traditional food and physical activities from cultures can support community wellbeing and cultural understanding.	
	Emotional interactions ***Project/assignment*** Students complete an assignment. They respond to a series of questions and scenarios about emotional responses and interactions with others. They present a group role-play.		**Multicultural Australia** ***Collection of work*** Students complete a series of tasks relating to a cultural identity and physical activity supporting community wellbeing and cultural understanding. These tasks will be recorded and compiled to form a collection of work.	
Languages	**All About Me** In this unit students learn and use language to explore the Italian-speaking world, socialise with others, and convey personal information through a range of modes. They will: • Identify the main patterns of the Italian language, and the main characteristics of the sound system. • Interact in classroom routines and use language to ask questions and follow instructions. • Engage in social exchanges to ask for and provide personal information. • Participate in intercultural experiences to notice, compare and reflect on Italian language and culture.	**Pets** In this unit students use language to describe their pets, through the use of visual and audio sources. They will: • Consider how Italian words are similar to English words. • Participate in class discussions to explore their preferences and likes in terms of animal preference. • Use language to ask questions and to make statements about their pets. • Engage with a range of texts, both spoken and written, to compare and contrast vocabulary and language patterns, such as noun-adjective agreement. • use knowledge of modelled grammatical structures	**The Weather and the Seasons** In this unit students learn and use language to describe the weather patterns in Australia and Italy. They use language to socialise with others, discuss the weather, the date, and create imaginative texts, such as a weather report. They will: • Identify and learn the main vocabulary to discuss the weather. • Interact in classroom routines and use language to ask questions and follow instructions. • Use ICT to Plan, draft and present information about the seasons and the weather in a chosen Italian city. • Engage in class discussions to learn about Italian geography. • Participate in intercultural experiences to notice, compare and reflect on Italian language and culture.	**My Body** In this unit students learn all about the human body through the use of visual and audio sources. They are also introduced to emotions and expressing how they feel and why. They will: • Identify through song the names of body parts and be able to label them on visuals. • Learn vocabulary for clothing and accessories. • Select clothing items that are most appropriate for the weather and seasons. • Examine masculine vs. feminine words. • Write sentences about their own body and what it does. • Present these sentences orally • apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in Italian.

	• Recognise the dynamic nature of language and culture • Reflect on their own assumptions about the values, beliefs and cultural norms of Italians compared to their own		• compare some Italian language structures and features with those of English, using some familiar metalanguage • recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and verbal communication	• compare language structures and features in Italian and English, using some metalanguage. •

Year 6

	Term 1	Term 2	Term 3	Term 4
English	**Short stories** Students engage with a variety of oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors. Texts include short stories, poems, songs and dramatic performances. Students explore how literary devices including figurative language and visual features are used to create meaning and effect. Students create their own short story to present to an audience. Students write a short story about a character that faces a conflict.	**Exploring news reports in the media** Students engage with a variety of persuasive texts including film, digital texts, or non-fiction that explore themes of interpersonal relationships and ethical dilemmas in real world settings. Texts may include topics of interest or topics from other curriculum areas. Students examine texts for persuasive techniques and devices, including language choices that evoke emotion and judgements in direct and indirect ways. They explore the use of objective and subjective language and identify bias. Students create a written response to a news report.	**Examining advertising in the media** Students engage with a variety of informative texts incorporating texts by First Nations Australian, Australian and world authors. These may include report and reviews. 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. Students make presentations and contribute actively to group discussions. They listen to discussions, clarify content and challenge others' ideas.	**Interpreting and comparing literary texts** Students engage with a variety of literary texts and informative texts. These texts may include less predictable characters, elaborated events, flashbacks and shifts in time and literature by First Nations Australian, Australian and world authors including texts from and about Asia. Students 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. Students identify the author's purpose and analyse similarities and differences in texts. They compare and analyse the effectiveness of each text in its ability to deliver a message.
Summative Assessment	**Assessment Task 1.1 Short Story** ***Imaginative response – written*** Students write an imaginative and entertaining short story that includes a connection to the environment.	**Assessment Task 2.1 Evaluation of a news report** ***Reading Comprehension - Short response*** Students evaluate the use of language in a news report (interview transcript) that influences the audience to accept a particular point of view about a topic. **Assessment Task 2.2 Podcast** ***Multimodal-spoken/written*** Students present a point of view about a news report.	**Assessment Task 3.1 Create a multimodal advertisement** ***Persuasive response - Multimodal presentation - Part A*** Students create a multimodal advertisement and explain how it persuades the viewer. ***Speaking and listening - Part B (HASS)*** Students make presentations and contribute actively to group discussions, using a variety of strategies for effect. They listen to discussions, clarify content and challenge others' ideas.	**Assessment Task 4.1 A letter from the past** ***Informative response - Written – Part A*** Students compare and analyse the effectiveness of literary and informative texts in conveying their message ***Assessment Task 4.2 Speaking and Listening- Multimodal- spoken/written*** Students create a TED talk from an identified group who fight for their rights to evoke a sense of time and place.
Mathematics	**Unit 1** Students develop understandings of: • 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. Compare primary and secondary data, source secondary data, explore data displays in the media, problem solve and reason by interpreting secondary data. • 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. Measure and describe angles, apply generalisations about angles on a straight line,	**Unit 2** Students develop understandings of: • Shape - problem solve and reason to create nets and construct models of simple prisms and pyramids. • 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 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.	**Unit 3** Students develop understandings of: • Number and place value -, solve problems using the order of operations, solve multiplication and division problems using a written algorithm. Select and apply mental and written strategies to problems involving all four operations, compare and order positive and negative integers. • 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. • Location and transformation - apply translations, reflections and rotations to create symmetrical shapes. • Number and place value - solve problems using the order of operations, solve multiplication and division problems using a written algorithm. Select and apply mental and written strategies to problems involving all four operations.	**Unit 4** 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. • Chance - Represent the probability of outcomes as a fraction or decimal and conduct chance experiments. 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. • Using units of measurement - make connections between volume and capacity • Using units of measurement - solve problems involving the comparison of lengths and areas, and interpret and use timetables

	angles at a point and vertically opposite angles and apply in real-life contexts. • 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. • Money and financial mathematics - connect fractions and percentage, calculate percentages and discounts, calculate discounts of 10%, 25% and 50% on sale items.	Order and compare fractions with related denominators and locate them on a number line. • Using units of measurement - connect decimals to the metric system, convert between units of measure, compare length and solve problems involving length and area	• 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	
Summative Assessment	**Interpreting and comparing data displays** *Investigation* Students interpret and compare data displays. **Investigating angles** *Exam* Students find unknown angles using the relationships between angles on a straight line, vertically opposite angles and angles at a point **Number Identifying number properties and calculating percentage discounts** *Exam* Students recognise the properties of prime, composite, square and triangular numbers. They solve problems involving division and multiplication and calculate common percentage discounts on sale items. Students connect fractions, decimals and percentages.	**3D Structures** Investigation Students use simple strategies to create a 3D structure. **Number** *Exam* Students solve problems involving the addition and subtraction of related fractions. They add and subtract decimals, write and apply the correct use of brackets and order of operations in number sentences **Measurement** **Length, Area, Perimeter** *Exam* Students use simple strategies to reason and solve measurement questions.	**Calculating fractions and decimals** Exam Students locate fractions on a number line and solve problems involving the addition and subtraction of related fractions. They calculate a simple fraction of a quantity and describe rules for sequences, involving fractions and decimals. Students perform calculations on decimals including multiplying and dividing by powers of 10 **Locating Integers and describing transformations** Exam Students describe the use of integers in everyday contexts and locate integers on a number line They locate an ordered pair in any one of the four quadrants on the Cartesian plane and describe combinations of transformations **Problem Solving** Exam Students use efficient strategies to problem solve involving the four operations	**Chance** **Describing probabilities and comparing frequencies** Investigation Students compare observed and expected frequencies and write probabilities as fractions, decimals and percentages. **Measurement** Exam Students make connections between capacity and volume. They convert between metric units and choose appropriate units of measurement. **Interpreting and using timetables** *Exam* Students interpret and use timetables to determine a travel schedule.
Science	**Environmental Learning Area Investigation** *Experimental Investigation* Students will investigate to explain how changes in physical conditions affect living things They will use equipment to generate and record data with appropriate precision. Students will construct representations to organise and process data and information and describe patterns, trends and relationships. They identify possible sources of error in their own and others' methods and findings, pose questions for further investigation and select evidence to support reasoned conclusions. Students will work hands on in the ELA and to first plan their investigation before monitoring, recording data, and ultimately explaining the effects that different condition have on living things.	**Solar Systems** *Project* Students will work in teams to respond to a Year 2 wondering about our solar system. They will communicate their understanding of this wondering through the use of a model and presentation. Students will model the relationship between the sun and planets of the solar system and explain how the relative positions of Earth and the sun relate to observed phenomena such as day length, what is a month? And what happens in a year? and investigate the rotational tilt of the Earth. They explain why science is often collaborative and describe different individuals' contributions to scientific knowledge. They select and use language features effectively for their purpose and audience when communicating their ideas and findings.	**Testing change: reversable or irreversible?** *Experimental Investigation* Students will classify and compare reversible and irreversible changes to substances through a range of repeatable investigations that identify patterns and test relationships and make reasoned predictions. While working safely, students will identify variables to be changed, measured and controlled. They will then use equipment to generate and record data with appropriate precision. Lastly, students will identify possible sources of error in their own and others' methods and findings, pose questions for further investigation and select evidence to support reasoned conclusions.	**Analysing energy and electricity** *Project* Students will discover the role of circuit components in the transfer and transformation of electrical energy in simple electrical devices. They investigate how individuals and communities use scientific knowledge for the betterment of society. They describe the risks associated when working with batteries and electricity Students will put their knowledge of circuits into practice by designing and building a solar light for those who live in energy poverty. This culminating task will be supported with students communicating effectually though creation and posting social media posts that consider intercultural sensitivities.

Summative Assessment	**Eco Explorers** *Experimental investigation* Students plan, conduct and evaluate an investigation to identify the environmental conditions for living things.	**Solar System** *Project* As a collaborative team, students create a model of the solar system that assists you to teach our Year 2 students about the Solar System in a fun and engaging way. You will demonstrate how science, as a human endeavour is a collaborative process.	**Testing change: Reversible or irreversible?** *Experimental investigation* Students plan and conduct an investigation into reversible and irreversible changes, including identifying variables to be changed and measured, describing potential safety risks, identifying improvements to methods and constructing texts to communicate ideas, methods and findings	**Solar Buddy** *Project* Students will identify potential risks involved when working collaboratively to build a SolarBuddy light, analysing the requirements for energy to be transferred and transformed when generating light. Students will communicate their understanding of how organisations such as SolarBuddy use scientific knowledge to help others, using scientific language.
HASS	**Connecting Globally** In this unit, students develop an understanding of the ways in which Australia is connected to other countries within the Asian Pacific Region. They explore Australia's neighbouring countries and how we build relationships that support each place. Students will develop questions to investigate and engage with a range of sources to identify Primary and Secondary information that is relevant to their enquiry. They will interpret data to describe patterns and infer relationships. They will use the collected information to draw conclusions and explain their findings using relevant terms. Students will compare three countries supported with a Venn Diagram and then create a written response about the similarities and differences.	**The Path to Federation** In this unit, students will develop an understanding of how events and people influenced the Path to Federation of Australia and the key figures of this time period. Students will develop questions that frame their enquiry and engage with a range of sources to locate important and relevant information that support their learning. Students will evaluate the quality and type of sources used within their enquiry as well as the perspective the sources is representing. Students will draw conclusion and present their findings through a spoken presentation and a created artefact.	**Casting our Vote - Understanding Democracy** **Economics and Business** In this unit, students will develop an understanding of the three levels of government in Australia. They will research and pitch a chosen issue to a member of parliament. Working in groups they will collaborate and propose actions that address a local government issue for our community. Students will collect information on their chosen issue to support their proposed actions. Each class will complete a democratic process to choose the best speech to pitch to a local member who will be invited to hear chosen speeches at the end of the unit. Students will develop a plan for a holiday using a budget and their chosen destination from their English T3 assessment task. They will make informed decisions and calculations to ensure they meet their budget and travel requirements.	**Footsteps across borders – Australia's migration stories** In this unit students will learn about the way of life of people who have migrated to Australia since Federation and their contributions to Australia's development. Students will explore Vietnamese migrants supported by the story 'The Little Refugee.' Students will compare the similarities and differences of different people's journey to Australia across different decades.
Summative Assessment	**Australia's global connections** ***Assessment task*** Students explain the geographical diversity of places and the effects of interconnections with other countries through the collection and organisation of information and data from a range of primary and secondary sources.	**Federation** ***Assessment task*** Students explain the roles of significant people, events and ideas that led to Australian Federation.	**Understanding Democracy** **Economics and Business** ***Assessment task*** Students explain the significance of key events, institutions and processes to the development of the Australian nation. Students identify influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices.	**Australia's migration stories** ***Assessment task*** Students develop questions, locate and collect information to explain migrant groups. Students will evaluate sources to explain the impacts of migrant groups on modern Australia
Technologies	**Digital Devices and Disastrous Coding** Students will explain the fundamentals of digital systems and how they are connected to form networks. Students will create a game using the Scratch 3.0 coding language. They will collaborate with peers to brainstorm ideas for their game then work individually to create it. **Assessment** Students demonstrate their knowledge of coding by creating a Scratch 3.0 game that teaches Year 2 students about our solar system. They must demonstrate their knowledge of complex branching, iteration and use variables in their game.			
The Arts	**Music:** Students make and respond to music by exploring the concept of ostinato - a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music. They will explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns found in ostinato and body percussion. Students will develop their technical and expressive skills in singing and playing instruments with an understanding of rhythm, pitch and form. They will rehearse and perform music, including music they have composed by improvising, sourcing and arranging ideas and making		**Music:** Students make and respond to music exploring pieces of music that tell a story, and music that appears in film. They will explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns in a range of pieces of music from films. Students will rehearse and perform a piece of music from a film and compose a soundtrack to a short segment of film by improvising, sourcing and arranging ideas and making decisions to engage an audience. They will explain how the elements of music communicate meaning in the music they listen to and compose.	

	decisions to engage an audience incorporating ostinato and body percussion. Students will explain how the elements of music are used to communicate meaning in the music they perform.			
HPE	**Physical education – Athletics** Students perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes in Athletics.	**Physical education – UNITE** Students demonstrate skills to work collaboratively and play fairly to solve movement challenges.	**Physical Education – Gaelic Football** Students explore and describe the key features of health related fitness and the significance of physical activity participation to health and well- being in the context of *Gaelic Footballl*.	**Physical Education – Over the net** Students perform specialised tennis skills. They combine and perform specialised tennis skills to open up space on the court to win or gain the upper hand within gameplay. They demonstrate skills to work collaboratively and play fairly during tennis related activities and games.
	Health **What am I drinking?** 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.		**Health** **Transitioning** 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.	
	What am I drinking? **Supervised assessment** Students describe their own and others' contribution to health and wellbeing. They access and interpret health information, and to apply decision-making skills to enhance their own and others' health and wellbeing.		**Transitioning** **Research** Students investigate developmental changes and transitions and the changing nature of personal and cultural identities during the transition to secondary school. They recognise the influence of emotions and discuss factors that influence how people interact in new situations.	
LANGUAGES	**My Identity Card** In this unit students extend their knowledge and use of language to socialise with others, and convey personal information through a range of modes. They will: • Develop oracy through actively listening to a range of input from different sources. • Interact in classroom routines and use language to ask questions and follow instructions. • Engage in social exchanges and use language to build interactional skills to maintain conversations, and take turns when asking questions and providing information about themselves. • Learn skills in 'reading' language for cultural and contextual meaning. • Participate in class discussions about language patterns, customs and traditions. • Understand the diversity of languages and cultures represented in the classroom, and the multilingual and multicultural character of Australian society	**My Birthday Party** In this unit students revisit previously learnt content and learn new elements of the Italian language to interact with others and organise a party. They will: • Create an invitation for a birthday party. • Exchange information with each other, both orally and in written form. • Interact with each other and the teacher to organise an event, through the asking of questions, expressing opinions and making arrangements. • Use ICT to create lists, make invitations and interact with their classmates. • form simple sentences, including the use of possessive pronouns, prepositions, definite and indefinite articles, and gender and singular/plural forms Use grammatical knowledge, to interpret and create meaning in Italian • locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose	**My Pastimes/Hobbies** In this unit students explore how self-identity and personality type is reflected through personal interests. They will: • Share their interests and gather information about the interests of others. • Present information about their interests. • Reflect on how their interests and the activities they do reflect their self-identity. • Understand and apply knowledge of verbs and borrowed words when describing interests. • Notice and use distinctive features of text organisation in Italian	**My House** This unit introduces students to the names of different rooms inside a house and vocabulary related to furnishings. It also introduces names of family members you might find living and/or visiting students' homes. They will: • Learn vocabulary words related to the house and family members. • Label rooms and furniture items. Present information about their own homes. • Create a family tree that includes general family member titles. • Read sentences in Italian and create sentences about students' families and houses. • Present these sentences orally. • Develop pronunciation and intonation of Italian-specific sounds