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| **Year 2** | | | | | |
|  |  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
|  | English | **Stories of families and friends**  Students explore texts to analyse how stories convey a message about issues that relate to families and friends. Students write an imaginative new narrative about family relationships and/or friendships for a familiar animal character. | **Exploring informative texts**  Students read, view and listen to a range of texts to comprehend and compare the text structures and language features of imaginative and informative texts. Students create an informative text with a supporting image. | **Reading, writing and performing poetry**  Students read and listen to a range of poems to create a poetry innovation. Students present their poem or rhyme to a familiar audience and explain their preference for aspects of poems.  **Exploring characters**  Students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts. They compare how similar characters are depicted in two literary texts and write a text expressing a preference for one character, giving reasons. | **Exploring plot and characterisation in stories**  Students explore a variety of stories in picture books and from other cultures to explore how stories use plot and characterisation to entertain and engage an audience. Students create a written imaginative event to be added to a familiar narrative, with appropriate images that match the text. |
| **Imaginative narrative (week 10)**  *Imaginative response – written*  Students create a new narrative about family relationships and/or friendships for a familiar animal character. | **Unit 3: Reading and comprehension**  *Oral*  Students demonstrate reading accuracy and respond orally to comprehension questions.  **Writing an informative text**  *Informative response – written*  Students create an informative text with a supporting image. | **Innovation of a poem**  *Imaginative response – oral*  Students create and present an innovation of a known poem to a familiar audience.  **Expressing a preference for a character**  *Informative response – written*  Students compare characters in two versions of the same story and express a preference for a character. | **Reading comprehension**  *Short answer questions*  Students read aloud and respond to comprehension questions with oral responses focusing on literal and inferred meaning.  **Create a digital multimodal text**  *Poster/multimodal presentation*  Students write an imaginative event to add to a familiar narrative and support the event with appropriate images that match the text. |
|  | Mathematics | **Unit 1**  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 * 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 * Data representation and interpretation — collect simple data, record data in lists and tables, display data in a picture graph, describe outcomes of data investigations. * 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 | **Unit 2**  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, * 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. | **Unit 3**  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. * 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 * 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. | **Unit 4**  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 | **Collecting and representing data**  *Assignment/Project*  Students collect, organise and represent data to make simple inferences.  **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. | **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.  **Investigating simple maps of familiar locations**  *Assignment/Project*  Students use a simple map to give and follow directions. | **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 | **Mix, make and use**  Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students understand that science involves asking questions about, and describing changes to, familiar objects and materials. They describe changes made to materials when combining them to make an object that has a purpose in everyday life. Students pose questions, make predictions and follow instructions to record observations in a guided investigation. They represent and communicate their observations using scientific language. | **Good to grow**  Students examine how living things, including plants and animals, change as they grow. They ask questions about, investigate and compare the changes that occur to different living things during their life stages. Students consider how Aboriginal peoples and Torres Strait Islander peoples living a traditional lifestyle use the knowledge of life stages of animals and plants in their everyday lives. They conduct investigations including exploring the growth and life stages of a class animal and plant. Students respond to questions, make predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas. | **Toy factory**  Students understand how a push or pull affects how an object moves or changes shape. They understand that science involves asking questions about and describing changes in the way an object moves or can be moved and how this knowledge is used in their daily lives. They pose questions and make predictions about changes that can affect how an object moves, and investigate and explain how pushes and pulls cause movement in objects, comparing their observations with predictions. They use informal measurements to make and compare observations about movement and sort information about the way toys move. They then apply this science knowledge in explaining how pushes and pulls can be used to change the movement of a toy or object they create. | **Save planet Earth**  Students investigate Earth's resources. They describe how Earth's resources are used and the importance of conserving resources for the future of all living things. They use informal measurements to record observations from experiments. Students use their science knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources, and decisions they can make in their everyday lives. Students share their ideas about conservation of Earth’s resources in a presentation. Students learn how Aboriginal and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives. |
| Summative Assessment | **Combining materials for a purpose**  *Experimental investigation*  Students investigate the combination of materials used to make an object for a particular purpose. They record and represent observations and communicate ideas. | **Exploring growth**  *Supervised assessment*  Students describe and represent the changes to a living thing in its life stages. They compare the life stages of two different living things. | **Designing a toy**  *Experimental investigation*  Students design a toy that moves with a push or pull, and describe a change to the toy and how it affects the toy’s movement. They pose an investigation question and make a prediction about the toy’s movement. Students represent and communicate observations and ideas. | **Using Earth’s resources**  *Report*  Students identify different uses of one of Earth’s resources and describe ways to conserve it. They use informal measurements to make observations. |
|  | HASS | Present connections to places  In this unit students will explore the following inquiry question:   * *How are people connected to their place and other places?*   Learning opportunities support students to:   * draw on representations of the world as geographical divisions and the location of Australia * recognise that each place has a location on the surface of Earth, which can be expressed using direction and location of one place from another * identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or region-of-the-world scale * understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world, and that these connections are influenced by purpose, distance and accessibility * represent connections between places by constructing maps and using symbols * examine geographical information and data to identify ways people, including Aboriginal peoples and Torres Strait Islander peoples, are connected to places and factors that influence those connections * respond with ideas about why significant places should be preserved and how people can act to preserve them. | | Impacts of technology over time  In this unit, students will explore the following inquiry question:   * *How have changes in technology shaped our daily life?*   Learning opportunities support students to:   * investigate continuity and change in technology used in the home, e.g. in toys or household products * compare and contrast features of objects from the past and present * sequence key developments in the use of a particular object in daily life over time * pose questions about objects from the past and present * describe ways technology has impacted on peoples' lives making them different from those of previous generations * use information gathered for an investigation to develop a narrative about the past. | |
| Summative Assessment | **Unit 1: Present connections to places**  *Assessment task*  **Present connections to places**  Students explore the location and significant features of places and consider how people are connected to these and why they should be preserved. | | **Unit 2: Impacts of technology over time**  *Assessment task*  **Impacts of technology over time**  Students interpret, compare and sequence objects from the past and present and investigate the impact of changing technologies on people’s lives over time | |
|  | Technologies | **Computers – Handy Helpers**  In this unit students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They will:   * recognise and explore how digital and information systems are used for particular purposes in daily life * collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning * develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps and hiding unnecessary information, when solving simple problems * work independently and with others to create and organise ideas and information, and share these with known people in safe online environments. | | **Computers – Handy Helpers**  In this unit students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They will:   * describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts * develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps and hiding unnecessary information, when solving simple problems | |
| **Assessment:**  *Collection of Work*  Students identify the purposes of common digital systems, represent data to make meaning and create and share information using collected data to convey meaning. | | **Assessment:**  *Collection of Work*  Students design an algorithm to solve a problem. | |
|  | The Arts |  | |  | **Visual Arts**  In this unit of work students will explore the inquiry question:  • When does an object become art?  The art elements that will be focused on are shape and repetition with a numeracy link to transformations. Our focus text will be ‘Grandma in blue with red hat’ by Scott Minchin and the artists that we cover will include Andy Goldsworthy, William Morris, Narelle Oliver, Margaret Olley, Antony Gormley, Judy Watson, Vincent Van Gogh and Rosalie Gasgoine. |
|  | |  | **Assessment:**  *Portfolio of work*  Students view and describe a range of artworks and to create artworks with a range of materials using different techniques and processes. |
| **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 continue to develop their singing voices through singing limited range, simple  songs. They read, write and perform with rhythms  and solfa (mi, so and la). Students  learn about the staff, time signature , bars and bar lines, piano/forte, introduction, verse, chorus,  melody and accompaniment. They also discuss how sound is produced (including hit, blown,  plucked and shaken) and respond to music they listen to, make and perform. | |
|  | 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. | |  | |
| **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. | |  | |

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| **Year 3** | | | | |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| English | **Analysing and creating persuasive texts**  Students read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience. They use this language to create their own persuasive texts. Students write a persuasive letter to persuade a known audience | **Investigating characters**  Students listen to, view and read a story to explore the authors’ use of descriptive language in the construction of characters. Students read an extract from the novel and answer questions using comprehension strategies to build literal and inferred meaning of the text. They describe how visual features are used to suit the context, purpose and audience.  **Examining Stories from different perspectives**  Students listen to, view, read and compare a range of stories, with a focus on different versions of the same story. They comprehend stories and create a spoken retelling of a story from a different perspective. | **Examining imaginative texts: Kumiko and the Dragon**  Students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual features used to suit context, purpose and audience. They create a multimodal imaginative text. | **Reading, writing and performing poetry**  Students listen to, read, view and adapt Australian poems. They analyse texts by exploring the context, purpose and audience and how language features and language devices can be adapted to create new meaning. Students write and present to a familiar audience, an adaptation of a poem, using appropriate speaking skills. Students read a rhyming text and explore ways in which the language features and devices can be highlighted in performance through the use of pace, pitch, tone, volume and gesture. |
| Summative Assessment | **Persuasive texts**  *Persuasive response – written*  Students examine ways persuasive language features are used to influence an audience.  **Persuasive brochure**  *Persuasive response – written*  Students create a brochure to presuade a known audience. | **Reading comprehension**  *Exam/Test*  Students comprehend literal and implied meaning in a text and identify and explain the author’s use of language. They analyse how visual features suit the purpose and context.  Retelling a narrative from a different perspective  *Imaginative response – oral*  Students prepare and present a spoken retelling of a familiar narrative from the perspective of another character in the text. | Reading comprehension  *Short answer questions*  Students comprehend a story, drawing on knowledge of context, text structure and language features, and evaluate language and images in the text.  Creating a multimodal text  *Poster/multimodal presentation*  Students create a multimodal imaginative text about overcoming a fear, using software. | Writing and presenting poetry  *Imaginative response – oral*  Students write and present an adaptation of a poem. |
| Mathematics | Unit 1  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. | Unit 2  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 — tell time to 5-minute intervals. * 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. | Unit 3  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. * Chance — conduct chance experiments, describe the outcomes of chance experiments, identify variations in the results of chance experiments. * Data representation and interpretation — collect simple data, record data in lists and tables, display data in a column graph, interpret and describe outcomes of data investigations. * 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. | Unit 4  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. * Using units of measurement — measure, order and compare objects using familiar metric units of length, mass and capacity. |
| 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. | **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.  **Money**  *Exam*  Students represent money values in various ways. They correctly count out change from financial transactions. | **Chance & Data**  *Investigation*  Students conduct chance experiments and list possible outcomes. They 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.  **Geometry- Location**  *Short answer question*  Students match positions on maps with given information. | **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. |
| Science | **Is it living?**  Students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features. They also explore grouping familiar things into living, non-living, once living things and products of living things. | **Spinning Earth**  Students use their understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows. They identify the observable and non-observable features of Earth and compare its size with the sun and moon. They make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes. Students plan and conduct an investigation about shadows and collect data safely using appropriate equipment to record formal measurements. Students represent their data in tables and simple column graphs to identify patterns and explain their results. They identify how Aboriginal peoples use knowledge of Earth's movement in their traditional lives. Students explore the relationship between the sun and Earth to identify where people use science knowledge in their lives. They create a presentation to communicate their understandings and findings about the regular changes on Earth and its rotation. | **Hot stuff**  Students investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. Students identify that heat energy transfers from warmer areas to cooler areas. They use their experiences to identify questions about heat energy and make predictions about investigations. Students describe how they can use science investigations to respond to questions. Students plan and conduct investigations about heat and heat energy transfer and collect and record observations, using appropriate equipment to record measurements. They represent their data in tables and simple column graphs, to identify patterns, explain their results and describe how safety and fairness were considered in their investigations. | **What’s the matter?**  Students understand how a change of state between solid and liquid can be caused by adding or removing heat. They explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. Students identify how science is involved in making decisions and how it helps people to understand the effect of their actions. They evaluate how adding or removing heat affects materials used in everyday life. They conduct investigations, including identifying investigation questions and making predictions, assessing safety, recording and analysing results, considering fairness and communicating ideas and findings. Students describe how science investigations can be used to answer questions. They recognise that Australia’s First Peoples traditionally used knowledge of solids and liquids in their everyday lives. |
| Summative Assessment | **Investigating living things**  *Supervised assessment*  Students group living things based on observable features and distinguish them from non-living things. | **Investigating the sun, Earth and us**  *Multimodal presentation*  Students explain the cause of everyday observations on Earth, including night and day, sunrise and sunset, and shadows and use diagrams and other representations to communicate ideas. | **Understanding heat**  *Experimental investigation*  Students conduct an investigation into the behaviour of heat to explain everyday observations. They describe how science investigations can be used to respond to questions. Students describe how safety and fairness were considered and use diagrams and other representations to communicate ideas. | **Investigating solids and liquids**  *Supervised assessment*  Students conduct an investigation about solids and liquids changing state when heat is added or taken away. They make a prediction, record observations and suggest reasons for findings. Students describe how safety and fairness were considered. |
| HASS | **Our Unique Communities**  Inquiry questions :  How do people contribute to their unique communities?  In this unit, students:   * identify individuals, events and aspects of the past that have significance in the present * identify and describe aspects of their community that have changed and remained the same over time * explain how and why people participate in and contribute to their communities * identify a point of view about the importance of different celebrations and commemorations to different groups * pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions * sequence information about events and the lives of individuals in chronological order * explain the role of rules in their community and share their views on an issue related to rule-making * describe the importance of making decisions democratically and propose individual action in response to a democratic issue * communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms. | | **Exploring places near and far**  Inquiry questions:  How and why are places similar and different?  In this unit, students:   * identify connections between people and the characteristics of places * describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places * interpret data to identify and describe simple distributions and draw simple conclusions * record and represent data in different formats, including labelled maps using basic cartographic conventions. * explain the role of rules in their community and share their views on an issue related to rule-making * describe the importance of making decisions democratically and propose individual action in response to a democratic issue * communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms. | |
| Summative Assessment | ***Assessment task***  Students investigate the significance of Anzac Day commemorations for different groups, how and why people participate and contribute to the community and aspects that have changed and remained the same over time. | | ***Assessment task***  Students identify, describe and interpret data about Australian places and explain the importance of making decisions democratically, the role of rules in the community and action in response to an issue. | |
| Technologies | **Digital Technologies**  **What digital systems do you use?**  In this unit students will explore and use a range of digital systems, including peripheral devices. They will create a digital solution (an interactive guessing game) using a visual programming language  They will:   * identify and explore a range of digital systems and their use to meet needs at home, in school and in the local community, and use a range of peripheral devices to transmit data * define simple problems and identify needs * develop technical skills in using a visual programming language to create a digital solution * describe, follow and apply a sequence of steps and decisions (algorithms) in non-digital contexts and when using a visual programming language * implement a simple digital solution that involves branching algorithms and user input when creating a simple guessing game * explain how their solutions and existing information systems, such as learning software, meet personal, school and community needs develop skills in computational and systems thinking when solving simple problems and creating solutions. | |  | |
| Summative Assessment | **What digital systems do you use?**  *Portfolio*   * Assessment of student learning will be gathered from a design challenge and project. Students will: * describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes * define simple problems * design and implement digital solutions using algorithms that involve decision-making and user input explain how the solutions meet their purposes. | |  | |
| The Arts | **Dance**  **Dance Messages**  In this unit, students make and respond to dance by exploring how dance is used to represent traditional stories from a variety of Asian countries as a stimulus.  Students will:  improvise and structure movement ideas for dance sequences that express messages or morals using the elements of dance and choreographic devices practise technical skills safely in fundamental movements  perform dances using expressive skills to communicate a message or a moral identify how the elements of dance and production elements express ideas about messages or morals in traditional dance including those of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.  Unit 2 developed using the Australian Curriculum: Dance Years 3 and 4 Content Descriptions and Achievement Standard. | | **Visual Arts**  **Patterns in the Playground**  In this unit, students will explore the pattern, texture and shape of their local environment. They will make, display and discuss their own and others' artworks.  Students will:• explore artworks from Aboriginal artists and Torres Strait Islander artists who represent the land through symbolic pattern  • explore visual conventions (visual capture, textural rubbing, painting, collage)  • represent ideas (display / art conversations / reflections)  • compare artworks and use art terminology to communicate meaning.  This unit is taught but not summatively assessed. | |
| Summative Assessment | Dance messages  *Collection of work*  Students choreograph, perform and respond to dance by exploring how dance is used to represent stories. | | Patterns in the playground  *Collection of work*  Students use exploration of artists' work as inspiration for a collaborative artwork based on patterns and surfaces in the local environment. | |
|  | **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 unitstudents 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 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**  **Pump it!**  Students create and perform movement sequences using fundamental movement skills and the elements of movement. | **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**  **Touch Football** | **Physical Activity**  **Having a ball!**  Students refine the fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching and transfer them to a range of movement situations. They develop understanding of net game movement concepts and strategies and apply these to solve the offence and defence challenges faced during games of Fast 4 Newcombe. They also apply strategies for working cooperatively and apply rules fairly. |