

	English	Mathematics	Science	HASS	HPE	Technologies	The Arts
TERM ONE	<p>Analysing and creating persuasive texts</p> <p>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.</p> <p>Students:</p> <ul style="list-style-type: none"> • Demonstrate how content can be organised using text structures depending on purpose of the text • Identify how language features and vocabulary choices are used for different effects • Select information and ideas in texts that relate to own lives and to other texts • Write to express information and ideas • Selects language features to link and sequence ideas • Selects language to express feelings and opinions • Demonstrate understanding of grammar and chooses vocabulary and punctuation appropriate to the purpose and context of their writing • Rereads and edits writing, checking work for appropriate vocabulary, structure and meaning 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • 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. • Using units of measurement — tell time to 5-minute intervals, identify one metre as a standard metric unit, represent a metre, measure with metres. • Chance — conduct chance experiments, describe the outcomes of chance experiments, identify variations in the results of chance experiments. • Data representation and interpretation — collect simple data, record data in lists and tables, display data in a column graph, interpret and describe outcomes of data investigations. 	<p>Is it living?</p> <p>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.</p> <p>Students understand that science knowledge helps people to understand the effect of actions. They use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations. Students identify and use safe practices to make scientific observations and record data about living and non-living things. Students use scientific language and representations to communicate their observations, ideas and findings.</p>	<p>Our unique communities</p> <p>Inquiry question: <i>How have communities changed over time?</i></p> <p>Students:</p> <ul style="list-style-type: none"> • identify individuals, events and aspects of the past that have significance in the present • describe aspects of their community that have changed and remained the same over time • pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions • sequence information about events and the lives of individuals in chronological order • communicate their findings and conclusions in visual and written forms using simple discipline-specific terms. 	<p>Healthy futures</p> <p>Students explore the concept of sustainable practice and the ways that they can contribute to the sustainability of the environment in their home, classroom and school.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore sustainability practices that demonstrate respect for the environment • make connections between sustainability and personal health • investigate sustainable practices in the classroom • explore the similarities between community, classroom and school sustainable practices • discuss how being outdoors supports the different dimensions of health • participate in a range of outdoor activities with other students. <p>Scoot scoot</p> <p>Students develop and practise scooter riding skills through various activities and challenges.</p> <p>Students:</p> <ul style="list-style-type: none"> • develop safe scooter riding practices and fundamental scooter riding skills • make refinements to scooter riding skills and apply strategies to achieve different outcomes • combine fundamental scooter skills and the elements of movement to perform basic tricks as part of an original scooter sequence. 	<p>Design Technologies: Gardens in different climate zones</p> <p>Students will investigate gardens in a range of environments and climate zones. They will create a design for a garden using a range of technologies to meet the needs of living things in the climate zone.</p> <p>Students:</p> <ul style="list-style-type: none"> • Explore how gardens meet needs of school communities • Investigate how materials, components, tools and equipment are used in gardens • investigate designed environments to establish the factors that influence the design and use of common technologies • describe ideal conditions for successful plant and animal production including how climate and soils affect production and availability of foods. 	<p>Music: The Elements of Music</p> <p>Students make and respond to music that explores the Elements of Music. They focus on using pitch, rhythm and dynamics to compose new music.</p> <p>Students collaborate to compose and arrange sound, silence and volume in music that communicates ideas. They demonstrate aural skills by singing and playing instruments with accurate pitch and rhythm.</p>

	English	Mathematics	Science	HASS	HPE	Technologies	The Arts
TERM TWO	<p>Information texts</p> <p>Students examine information texts about various celebrations and commemorations. They create an information text that informs a reader about a selected celebration or commemoration.</p> <p>Students:</p> <ul style="list-style-type: none"> Understand how content can be organised using different text structures depending on the purpose of the text Understand how images and vocabulary choices are used Create texts that include writing and images to express and develop, in some detail events, information and ideas Create a text for an unfamiliar audience Choose vocabulary appropriate to the purpose and context of their writing 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — compare and order three-digit numbers, partition three-digit numbers into place value parts, investigate 1 000, count to and beyond 1 000, use place value to add and subtract numbers, recall addition number facts, add and subtract three-digit numbers, add and subtract numbers eight and nine, solve addition and subtraction word problems, double and halve multiples of ten. Fractions and decimals — describe fractions as equal portions or shares, represent halves, quarters and eighths of shapes and collections, and represent thirds of shapes and collections. Money and financial mathematics — count collections of coins and notes, make and match equivalent combinations, calculate change from simple transactions, solve a range of simple problems involving money. Patterns and algebra — infer pattern rules from familiar number patterns, identify and continue additive number patterns, identify missing elements in number patterns. Location and transformation — represent positions on a simple grid map, show full, half and quarter turns on a grid map, describe positions in relation to key features, represent movement and pathways on a simple grid map. Geometric reasoning — identify angles in the environment, construct angles with materials, compare the size of familiar angles in everyday situations. 	<p>Spinning Earth</p> <p>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.</p>	<p>Celebrations and commemorations</p> <p>Inquiry questions: <i>How do people celebrate and commemorate events?</i></p> <p>Students:</p> <ul style="list-style-type: none"> identify individuals, events and aspects of the past that have significance in the present 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 communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms. 	<p>Feeling safe</p> <p>Students explore risk taking behaviours, their rights and responsibilities and decision making strategies. They explore bullying and strategies to reduce it and identify people who can help them make good decisions and stay safe.</p> <p>Students:</p> <ul style="list-style-type: none"> determine the difference between feeling safe and unsafe establish personal safety guidelines in relation to private parts of the body develop the concept of children's rights examine how rules and laws contribute to safety develop an awareness of the environment by recognising safety clues understand how emotional responses vary in depth and strength in different situations investigate strategies to reduce bullying and promote positive interaction investigate the effects of risk-taking behaviour develop strategies to reduce and manage situations involving risk. <p>This unit incorporates concepts from the Daniel Morcombe Child Safety Curriculum.</p> <p>Take your marks, get set, play</p> <p>Students develop the fundamental movement skills of running, jumping and throwing.</p> <p>Students:</p> <ul style="list-style-type: none"> explore and develop running, jumping and throwing techniques in a variety of situations refine running, jumping and throwing techniques in athletics based games and to solve challenges understand the benefits of physical activity for their mind and body 		<p>Media Arts: Persuade to protect</p> <p>In this unit, students explore representations of people, settings, ideas and story structure in advertising and persuasive presentations, focusing on moving image genre.</p> <p>Students:</p> <ul style="list-style-type: none"> explore television advertising and devise representations using specific characterisations, settings and ideas to persuade a targeted audience to a place experiment with media technology and collaborative production processes (script, storyboard, film and edit, perhaps green screen if available) to create a television style media production present productions in digital form to share and discuss similarities and differences in content, structure and genre conventions and targeting approaches describe and discuss intended purposes and meanings of media artworks using media arts key concepts, starting with media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples. <p>Music: The Elements of Music <i>Continued from Term 3</i></p> <p>Students make and respond to music that explores the Elements of Music. They focus on the elements of form and texture as they practise and perform canons/rounds.</p> <p>Students collaborate to compose and arrange sound, silence and volume in music that communicates ideas. They demonstrate aural skills by singing and playing instruments with accurate pitch and rhythm.</p>

	English	Mathematics	Science	HASS	HPE	Technologies	The Arts
TERM THREE	<p>Examining imaginative texts</p> <p>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.</p> <p>Students:</p> <ul style="list-style-type: none"> understand how language features and images are used for different effects read texts that contain varied sentence structures, a range of punctuation conventions and images that provide extra information: create texts that include writing and images to express and develop in some detail, experiences, events, information, ideas and characters create texts for familiar audiences demonstrate an understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and content of their writing re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — count and sequences beyond 1 000, represent, combine and partition three-digit and four-digit numbers flexibly, use place value to add (written strategy), represent multiplication as arrays and repeated addition, identify part-part-whole relationships in multiplication and division situations, add and subtract two –digit numbers and three-digit numbers, recall multiplication number facts, identify related division number facts, make models and use number sentences that represent problem situations, recall addition and subtraction facts, identify and describe the relationship between addition and subtraction, choose appropriate mental strategies to add and subtract. Fractions and decimals — represent and compare unit fractions, represent and compare unit fractions of shapes and collections, represent familiar unit fractions symbolically, solve simple problems involving, halves, thirds, quarters and eighths. Patterns and algebra — identify number patterns to 10 000, connect number representations with number patterns, use number properties to continue number patterns, identify pattern rules to find missing elements in patterns. Units of measurement — use familiar metric units to order and compare objects, explain measurement choices, represent time to the minute on digital and analog clocks, transfer knowledge of time to real-life contexts. Location and transformation — describe and identify examples of symmetry in the environment, classify shapes as symmetrical and non-symmetrical 	<p>What's the matter</p> <p>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.</p>	<p>Exploring places near and far</p> <p>Inquiry questions: <i>How and why are places similar and different?</i></p> <p>Students:</p> <ul style="list-style-type: none"> identify connections between people and the characteristics of places describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places interpret data to identify and describe simple distributions and draw simple conclusions record and represent data in different formats, including labelled maps using basic cartographic conventions. communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms. 	<p>Good friends</p> <p>Students investigate how emotional responses vary and understand how being a good friend helps them to interact positively with others in a variety of situations. They recognise strategies for managing change and identify how meeting challenges strengthens identity.</p> <p>Students:</p> <ul style="list-style-type: none"> explore a range of emotions and factors that influence and strengthen self-identity understand the basis of friendships examine the benefits of positive social interaction. investigate how conflict in relationships can be managed. explore roles and responsibilities within respectful friendships <p>Having a ball!</p> <p>Students perform the refined fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching and use them to solve movement challenges. They apply strategies for working cooperatively and apply rules fairly.</p> <p>Students:</p> <ul style="list-style-type: none"> develop and refine the fundamental movement skills of throwing and catching explore and develop the concepts and strategies of Fast 4 newcombe develop strategies for working cooperatively and applying rules fairly solve movement challenges. 	<p>Digital Technologies What digital systems do you use?</p> <p>Students will explore and use a range of digital systems including peripheral devices and create a digital solution (an interactive guessing game) using a visual programming language. Students:</p> <ul style="list-style-type: none"> 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. 	<p>Visual Arts: Tiny Worlds</p> <p>Students explore the communication of diversity in environments through the manipulation of visual language. Students:</p> <ul style="list-style-type: none"> explore and identify purpose and meaning of cultural symbolism in artworks by Aboriginal and Torres Strait Islander peoples and Asian artists to communicate relationships to environments and places experiment with visual conventions and visual language to depict personal responses and qualities of environments (printmaking techniques, colour relationships – warm/cool; application of materials - harsh/gentle; spatial devices – flattened space/aerial perspective/ depth) collaborate, plan and create a collection/ exhibition of artworks to depict diversity in Australian environments and diversity in individual approach compare contemporary artworks of Aboriginal and Torres Strait Islander peoples and Australian artists that communicate personal experience with environments and natural landforms and use art terminology to communicate meaning. <p>Music: This Is Me!</p> <p>Students make and respond to music that represents a person or character. Students explore how the elements of music are used to communicate the idea of a person or character.</p> <p>Students describe and discuss similarities and differences between music they listen to. They discuss how others use the elements of music in composition. Students compose and arrange sound, silence and volume in music that communicates ideas. They demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression.</p>

	English	Mathematics	Science	HASS	HPE	Technologies	The Arts
TERM FOUR	<p>Reading, writing and performing poetry</p> <p>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.</p> <p>Students:</p> <ul style="list-style-type: none"> understand how language features and vocabulary choices are used for different effects understand how language can be used to express feelings on topics create texts that include writing to express and develop experiences and ideas create texts for familiar audiences make presentations use knowledge of letter-sound relationships including consonant and high-frequency words to spell words accurately write using joined letters that are accurately formed and consistent in size 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> 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 — identify, represent and compare familiar unit fractions and their multiples (shapes, objects and collections), record fractions symbolically, recognise key equivalent fractions, solve simple problems involving fractions. Money and financial mathematics — count the change required for simple transactions to the nearest five cents. Using units of measurement — measure, order and compare objects using familiar metric units of length, mass and capacity. Shape — make models of three-dimensional objects. Location and transformation — represent symmetry, interpret simple maps and plans. Geometric reasoning — identify angles as measures of turn, compare angle sizes in everyday situations. Data representation and interpretation — identify questions of interest based on one categorical variable, gather data relevant to a question, organise and represent data, interpret data displays. 	<p>Hot stuff</p> <p>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.</p>	<p>Exploring Democracy</p> <p>Inquiry questions: <i>How do we act democratically?</i></p> <p>Students:</p> <ul style="list-style-type: none"> explain the role of rules in their community and share their views on an issue related to rule-making describe the importance of making decisions democratically and propose individual action in response to a democratic issue communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms. 	<p>I am healthy and active</p> <p>Students investigate the concepts of physical activity and sedentary behaviours while exploring the recommendations of physical activity for 5 to 12 year olds. They examine the benefits of physical activity and investigate ways to increase physical activity in their lives.</p> <p>Students:</p> <ul style="list-style-type: none"> examine different types of physical activity and the benefits to health and wellbeing explore strategies to stay healthy and active examine the concept of sedentary behaviour and how to reduce inactivity investigate strategies to increase physical activity levels and improve health and wellbeing examine how personal identities can be strengthened in challenging situations participate in games and physical activities to experience health and wellbeing benefits. <p>Pump it!</p> <p>Students perform social dances individually and in groups</p> <p>Students:</p> <ul style="list-style-type: none"> develop and practise jumping, hopping, side galloping and running in a variety of dances combine fundamental movement skills and the elements of movement to create and perform movement sequences 	<p>Solar Ovens</p> <p>Students apply their understanding of the behaviour of heat on materials to create a solar oven.</p> <p>Students:</p> <ul style="list-style-type: none"> investigate the suitability of materials, systems, components, tools and equipment for a range of purposes generate, develop and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques select and use materials, components, tools, equipment and techniques and use safe work practices to make designed solutions evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment 	<p>Music: This Is Me! <i>Continued from Term 3</i></p> <p>Students make and respond to music that represents a person or character. Students explore how the elements of music are used to communicate the idea of a person or character.</p> <p>Students describe and discuss similarities and differences between music they listen to. They discuss how others use the elements of music in composition. Students compose and arrange sound, silence and volume in music that communicates ideas. They demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression.</p>