

# Cannonvale State School Whole School Curriculum Snapshot 2022

## Document Overview Statement

This document is designed to give an overview from which to build consistent curriculum planning and delivery across our school (P-6).

| Community Profile   | Our Shared Vision  | 2022 Priorities - School   |
|---|--|--|
| <p>Cannonvale State school was officially opened on its current site in 1969 and is situated on the northern coast of Queensland at Cannonvale, a suburb of Airlie Beach. We offer classes for students from Prep to Year 6. Our school community values learning, the development of positive relationships, safe behaviours and caring for property.</p> <p>Members of our school community work closely together to provide a learning environment which is safe and supportive and in which children are able to reach their potential. Staff have provided extensive academic, sporting and cultural opportunities for students, and the achievements of individual students are celebrated and shared by all. Our greatest strengths are our committed staff, dedicated parents and the support we receive from our local community. Cannonvale State School is a Reef Guardian school and our students are involved in programs which promote an awareness of environmental issues affecting the reef and our location. We have an instrumental music program and our school has both a concert band and a choir. Cannonvale school also produces a whole school musical every biannually.</p> <p>Tourism is the major industry in the Whitsundays. The current down turn in the economy has led to high rates of transiency in our student population. There has recently been an increase of families relocating from central Queensland mining towns.</p> | <div data-bbox="1032 309 1205 523" data-label="Image"> </div> <p data-bbox="1025 539 1211 563">"Our best always"</p> <p data-bbox="786 600 1458 778"><b>Cannonvale State School aims to deliver a well-rounded curriculum that will motivate students to achieve their potential in their lifelong learning at Cannonvale State School and beyond.</b></p>   | <ul style="list-style-type: none"> <li data-bbox="1480 341 2114 403">➤ NUMERACY – Increase the number of students achieving As and Bs.</li> </ul>  |
|   | <div data-bbox="1055 786 1182 810" data-label="Section-Header"> <h3>Resources</h3> </div> <ul style="list-style-type: none"> <li data-bbox="831 818 1160 842">• The Australian Curriculum</li> <li data-bbox="831 847 1339 871">• Cannonvale State School Curriculum 2020</li> <li data-bbox="831 876 1442 930">• EQ Roadmap for Curriculum, Teaching, Assessment and Reporting Years 1-9</li> <li data-bbox="831 935 1420 989">• Every Student Succeeding State School's Strategy 2019 - 2023</li> <li data-bbox="831 994 1155 1018">• EQ Scope and Sequence</li> <li data-bbox="831 1023 1249 1046">• Literacy / Numeracy Indicators P-9</li> <li data-bbox="831 1051 1167 1075">• P – 10 Literacy Continuum</li> <li data-bbox="831 1080 1413 1104">• One Portal – Code of Conduct/ Student protection</li> <li data-bbox="831 1109 1010 1133">• One School</li> <li data-bbox="831 1137 1368 1161">• Regional attendance and retention strategies.</li> <li data-bbox="831 1166 1368 1190">• PDP and individual staff performance plans.</li> <li data-bbox="831 1195 1368 1249">• Speech Sound Pictures Reading and Spelling Approach</li> <li data-bbox="831 1254 1066 1278">• Write That Essay</li> <li data-bbox="831 1283 1218 1307">• Back To Front Maths Approach</li> <li data-bbox="831 1311 1048 1335">• Inquiry learning</li> </ul> | <div data-bbox="1626 786 1995 810" data-label="Section-Header"> <h3>2022 Priorities - State &amp; Region</h3> </div> <p data-bbox="1480 842 1845 866"><u>State Schools Strategy 2021-2025</u></p> <ul style="list-style-type: none"> <li data-bbox="1525 882 1877 906">• Collaborative empowerment</li> <li data-bbox="1525 922 1794 946">• Successful Learners</li> <li data-bbox="1525 962 1756 986">• Teaching Quality</li> <li data-bbox="1525 1002 1984 1026">• Principal Leadership and Performance</li> <li data-bbox="1525 1042 1794 1066">• School Performance</li> <li data-bbox="1525 1082 1765 1106">• Regional Support</li> <li data-bbox="1525 1121 1816 1145">• Local Decision Making</li> </ul> <p data-bbox="1480 1153 1637 1177"><b>NQR Priorities</b></p> <p data-bbox="1480 1193 1957 1217"><b>Improving results and outcomes of students</b></p> <p data-bbox="1480 1233 1928 1257"><b>Improving the well being of young people</b></p> <p data-bbox="1480 1273 2047 1297"><b>Capability building of staff – NQ is a region of choice</b></p> |

## SNAPSHOT CONTENTS

| SECTION   | PG |
|---|----|
| TITLE PAGE  | 1  |
| <u>NAPLAN DATA</u>  | 3  |
| <u>DIAGNOSTIC ASSESSMENT AND MONITORING SCHEDULE P - 3</u>    | 4  |
| DIAGNOSTIC ASSESSMENT AND MONITORING SCHEDULE 4 -5            | 5  |
| DIAGNOSTIC ASSESSMENT AND MONITORING SCHEDULE 6               | 6  |
| <u>GENRES</u>   | 7  |
| <u>ENGLISH</u>  | 8  |
| <u>MATHS</u>  | 18 |
| INQUIRY   | 22 |
| DIGITAL TECHNOLOGY  | 32 |
| <u>HEALTH</u>   | 36 |
| <u>HPE</u>  | 43 |
| <u>ARTS</u>   | 52 |
| <u>LANGUAGES</u>  | 58 |
| <u>GENERAL CAPABILITIES &amp; CROSS CURRICULAR PRIORITIES</u> | 60 |
| <u>ASSESSMENT SCHEDULES BY YEAR LEVEL</u>                     | 63 |

**NAPLAN Results – Percentage of Students Achieving National Minimum Standards**

|        | Reading  |            |          |            |               |            | Writing  |            |          |            |          |            | Numeracy |            |          |            |          |            |
|--------|----------|------------|----------|------------|---------------|------------|----------|------------|----------|------------|----------|------------|----------|------------|----------|------------|----------|------------|
|        | 2020     |            | 2021     |            | 2022 (target) |            | 2020     |            | 2021     |            | 2022     |            | 2020     |            | 2021     |            | 2022     |            |
|        | School % | National % | School % | National % | School %      | National % | School % | National % | School % | National % | School % | National % | School % | National % | School % | National % | School % | National % |
| Year 3 | NA       | NA         | 96%      | 96%        | 100%          | 100%       | NA       | NA         | 99%      | 97%        | 100%     | 100%       | NA       | NA         | 96%      | 96%        | 100%     | 100%       |
| Year 5 | NA       | NA         | 95%      | 96%        | 100%          | 100%       | NA       | NA         | 92%      | 94%        | 100%     | 100%       | NA       | NA         | 96%      | 95%        | 100%     | 100%       |

**NAPLAN Results – Mean Scale Scores**

|        | Reading     |               |             |               |             |               | Writing     |               |             |               |             |               | Numeracy    |               |             |               |             |               |
|--------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|
|        | 2020        |               | 2021        |               | 2022        |               | 2020        |               | 2021        |               | 2022        |               | 2020        |               | 2021        |               | 2022        |               |
|        | School Mean | National Mean | School Mean | National Mean | School Mean | National Mean | School Mean | National Mean | School Mean | National Mean | School Mean | National Mean | School Mean | National Mean | School Mean | National Mean | School Mean | National Mean |
| Year 3 | NA          | NA            | 447         | 437           |             |               | NA          | NA            | 420         | 425           |             |               | NA          | NA            | 399         | 403           |             |               |
| Year 5 | NA          | NA            | 494         | 512           |             |               | NA          | NA            | 462         | 480           |             |               | NA          | NA            | 482         | 495           |             |               |

**NAPLAN Results – Percentage of Students in the Upper 2 Bands**

|        | Reading  |            |          |            |          |            | Writing  |            |          |            |          |            | Numeracy |            |          |            |          |            |
|--------|----------|------------|----------|------------|----------|------------|----------|------------|----------|------------|----------|------------|----------|------------|----------|------------|----------|------------|
|        | 2020     |            | 2021     |            | 2022     |            | 2020     |            | 2021     |            | 2022     |            | 2020     |            | 2021     |            | 2022     |            |
|        | School % | National % | School % | National % | School % | National % | School % | National % | School % | National % | School % | National % | School % | National % | School % | National % | School % | National % |
| Year 3 | NA       | NA         | 67%      | 55%        | 70%      |            | NA       | NA         | 56%      | 53%        | 60%      |            | NA       | NA         | 33%      | 37%        | 50%      |            |
| Year 5 | NA       | NA         | 29%      | 41%        | 50%      |            | NA       | NA         | 11%      | 20%        | 50%      |            | NA       | NA         | 18%      | 29%        | 50%      |            |

School-Wide Assessment 2022 & Internal Monitoring Schedule, Indicators & Targets for Prep – Year 3



| Level             | Assessment                                   | Administration Timeline |     |     |                       | Percentage ≥ Benchmark            |                                   | School Targets and Benchmarks |  |                         |  |
|-------------------|--|-------------------------|-----|-----|-----------------------|-----------------------------------|-----------------------------------|-------------------------------|--|-------------------------|--|
|                   |  | T 1                     | T 2 | T 3 | T 4                   | 2020                              | 2021<br>NB: Adjusted benchmark    | Sem 2 2021                    |  | Sem 2 2022              |  |
|                   |  |                         |     |     |                       |                                   |                                   | Target                        | Benchmark                              | Target                  | Benchmark                              |
| Prep              | Coded Sight words                            | ✓                       | ✓   | ✓   | ✓                     | 22%                               | 24%                               | 90%                           | Level 5 – update for 2022              | 90%                     | Level 5 – no need to spell             |
|                   | Linking Sound & Letters checklist            | ✓                       | ✓   | ✓   | ✓                     | n/a – may be replaced by Lit Cont | n/a – may be replaced by Lit Cont | 85%                           | All sounds and letters (upper & lower) | 85%                     | All sounds and letters (upper & lower) |
|                   | SSP code level assessment                    | ✓                       | ✓   | ✓   | ✓                     | 5.8%                              | 2.9%                              | 90%                           | Blue level- update for 2022            | 90%                     | Blue level- update for 2022            |
|                   | PM Benchmark                                 | ✓                       | ✓   | ✓   | ✓                     | 56.2%                             | 62%                               | 90%                           | PM level 8                             | 90%                     | PM level 8                             |
|                   | Articulation Screener (Mommy Speech Therapy) | ✓                       |     |     |                       | Screener only                     | Screener only                     | N/A                           |  | N/A                     |  |
|                   | Brigance Screener – only as required         | ✓                       | ✓   | ✓   | ✓                     | Screener only                     | Screener only                     | N/A                           |  | N/A                     |  |
|                   | SPAT-R                                       |                         |     | ✓   |                       | 78.9%                             | 91%                               | 90%                           | Percentile rank 50+                    | 90%                     | Percentile rank 50+                    |
|                   | Handwriting/name sample                      | ✓                       |     |     |                       | 77.3%                             | 73% s1                            | N/A                           |  | N/A                     |  |
| Basic Facts       | ✓  | ✓                       | ✓   | ✓   | 66.4%                 | N/A                               | 50%                               | 10                            | 50%                                    | 10                      |  |
|                   |  |                         |     |     |                       |                                   |                                   |                               |  |                         |  |
| Year One          | Coded Sight words                            | ✓                       | ✓   | ✓   | ✓                     | 27.9%                             | 30%                               | 90%                           | Level 9                                | 90%                     | Level 9                                |
|                   | PM Benchmark                                 | ✓                       | ✓   | ✓   | ✓                     | 52.6%                             | 66%                               | 90%                           | PM level 16                            | 90%                     | PM level 16                            |
|                   | Basic Facts                                  | ✓                       | ✓   | ✓   | ✓                     | 44%                               | 64%                               | 50%                           | 30                                     | 50%                     | 20                                     |
|                   | FNQ Maths Test 1                             | ✓                       | ✓   |     | ✓                     | 87.3%                             | 73%                               | 90%                           | 26 points                              | 90%                     | 26 points                              |
|                   |  |                         |     |     |                       |                                   |                                   |                               |  |                         |  |
| Year Two          | Coded Sight words                            | ✓                       | ✓   | ✓   | ✓                     | 52.5%                             | 51%                               | 90%                           | Level 17                               | 90%                     | Level 17                               |
|                   | PM Benchmark                                 | ✓                       | ✓   | ✓   | ✓                     | 79.5%                             | 86%                               | 80%                           | PM level 20                            | 80%                     | PM level 20                            |
|                   | Basic Facts                                  | ✓                       | ✓   | ✓   | ✓                     | 24.3%                             | 34%                               | 50%                           | 80                                     | 50%                     | 70                                     |
|                   | FNQ Maths test 2                             | ✓                       | ✓   |     | ✓                     | 64%                               | 59%                               | 90%                           | 21 points                              | 90%                     | 21 points                              |
|                   |  |                         |     |     |                       |                                   |                                   |                               |  |                         |  |
| Year Three        | Coded Sight words                            | ✓                       | ✓   | ✓   | ✓                     | 44.7%                             | 34%                               |                               | Complete                               |                         | Complete                               |
|                   | PM Benchmark                                 | ✓                       | ✓   | ✓   | ✓                     | 55.7%                             | 66%                               | 80%                           | PM level 26                            | 80%                     | PM level 26                            |
|                   | Basic Facts                                  | ✓                       | ✓   | ✓   | ✓                     | 1%                                | 20%                               | 50%                           | 120                                    | 50%                     | 120                                    |
|                   | FNQ Maths test 3                             | ✓                       | ✓   |     | ✓                     | 62.7%                             | 79%                               | 90%                           | 26points                               | 90%                     | 26points                               |
|                   | NAPLAN - Reading                             |                         | ✓   |     |                       | Not completed in 2020             | 96% 67%                           |                               |  |                         | 100% ≥ NMS & 50% in U2B                |
|                   | NAPLAN – Writing                             |                         | ✓   |     |                       | Not completed in 2020             | 99% 56%                           |                               |  |                         | 100% ≥ NMS & 50% in U2B                |
|                   | NAPLAN – Spelling                            |                         | ✓   |     |                       | Not completed in 2020             | 99% 50%                           |                               |  |                         | 100% ≥ NMS & 50% in U2B                |
|                   | NAPLAN - Grammar and Punctuation             |                         | ✓   |     |                       | Not completed in 2020             | 96% 62%                           |                               |  |                         | 100% ≥ NMS & 50% in U2B                |
| NAPLAN - Numeracy |  | ✓                       |     |     | Not completed in 2020 | 96% 33%                           |                                   |                               |  | 100% ≥ NMS & 50% in U2B |  |

**School-Wide Assessment 2021 & Internal Monitoring Schedule, Indicators & Targets for Year 4 – 6**

| Year Four | Assessment                              | Administration Timeline |     |     |     | Percentage ≥ Benchmark |           | School Targets and Benchmarks |                |            |                |
|-----------|---|-------------------------|-----|-----|-----|------------------------|-----------|-------------------------------|----------------|------------|----------------|
|           |   | T 1                     | T 2 | T 3 | T 4 | 2020                   | 2021      | Sem 2 2021                    |                | Sem 2 2022 |                |
|           |   |                         |     |     |     |                        |           | Target                        | Benchmark      | Target     | Benchmark      |
|           | Informal prose inventory / PM Benchmark | ✓                       | ✓   | ✓   | ✓   | 58.8%                  | 58%       | 90%                           | PM 30 or IPI 3 | 90%        | PM 30 or IPI 3 |
|           | Coded Sight words                       | ✓                       | ✓   | ✓   | ✓   | 56.3%                  | 66.5      |                               |                |            |                |
|           | Basic Facts                             | ✓                       | ✓   | ✓   | ✓   | 1%                     | 13%       | 50%                           | 180            | 50%        | 150            |
|           | FNQ Maths test 4                        | ✓                       | ✓   |     | ✓   | 69%                    | 53%       | 90%                           | 26 points      | 90%        | 26 points      |
| Year Five | Informal Prose Inventory/PM benchmark   | ✓                       | ✓   | ✓   | ✓   | 68.7%                  | 48.7%     | 90%                           | IPI 7          | 90%        | IPI 7          |
|           | Coded Sight words                       | ✓                       | ✓   | ✓   | ✓   | 75.2%                  | 58%       |                               |                |            |                |
|           | Basic Facts                             | ✓                       | ✓   | ✓   | ✓   | 1%                     | 17%       | 50%                           | 195            | 50%        | 175            |
|           | FNQ Maths                               | ✓                       | ✓   |     | ✓   | 35.6%                  | 46%       | 90%                           | 26points       | 90%        | 26points       |
|           | NAPLAN - Reading                        |                         | ✓   |     |     | Not completed in 2020  | 96% 29%   | 100% ≥ NMS & 50% in U2B       |                |            |                |
|           | NAPLAN – Writing                        |                         | ✓   |     |     | Not completed in 2020  | 99% 11%   | 100% ≥ NMS & 50% in U2B       |                |            |                |
|           | NAPLAN – Spelling                       |                         | ✓   |     |     | Not completed in 2020  | 94.6% 30% | 100% ≥ NMS & 50% in U2B       |                |            |                |
|           | NAPLAN - Grammar and Punctuation        |                         | ✓   |     |     | Not completed in 2020  | 93.8% 30% | 100% ≥ NMS & 50% in U2B       |                |            |                |
|           | NAPLAN - Numeracy                       |                         | ✓   |     |     | Not completed in 2020  | 96% 18%   | 100% ≥ NMS & 50% in U2B       |                |            |                |

| Year Six | Assessment                             | Administration Timeline |     |     |     | Percentage ≥ Benchmark |      | School Targets and Benchmarks |           |        |           |
|----------|--|-------------------------|-----|-----|-----|------------------------|------|-------------------------------|-----------|--------|-----------|
|          |  | T 1                     | T 2 | T 3 | T 4 | 2020                   | 2021 | Sem 2 2021                    |           | Sem 2  |           |
|          |  |                         |     |     |     |                        |      | Target                        | Benchmark | Target | Benchmark |
|          | Informal Prose Inventory/ PM Benchmark | ✓                       | ✓   | ✓   | ✓   | 44.3%                  | 42%  | 80%                           | Beyond II | 80%    | Beyond II |
|          | Coded Sight words                      | ✓                       | ✓   | ✓   | ✓   | 78.9%                  | 97%  |                               |           |        |           |
|          | Basic Facts                            | ✓                       | ✓   | ✓   | ✓   | 1.5%                   | 34%  | 50%                           | 195       | 50%    | 195       |
|          | FNQ Maths test 6                       | ✓                       | ✓   |     | ✓   | 30.9%                  | 40%  | 90%                           | 26 point  | 90%    | 26 point  |

CRT – Classroom teacher ST - Support teacher LTM – Leadership team member HOC – Head of Curriculum

## ANALYSIS AND RESULTING ACTION

| WHAT?                          | DATA SET | WHO?                           | ANALYST | WHEN?   | TIME FRAME | RESULTING ACTION   |
|--------------------------------|----------|--------------------------------|---------|---|------------|--|
| <b>ACADEMIC</b>                |          |                                |         |   |            |  |
| Prep screeners                 |          | CRT, ST, LTM                   |         |   |            |  |
| Reading data                   |          | CRT, ST,                       |         | Ongoing and finalised termly  |            | Intervention and Beyond groups   |
| FNQ Maths data                 |          | CRT, LTM, ST                   |         | After each test   |            | Maths goals for class & individual students, intervention groups and differentiation documents   |
| Basic Number Facts             |          | CRT, LTM                       |         | Once a term   |            | Set student goals, adjust warm ups and lesson content  |
| Ongoing student progress       |          | CRT, LTM, HOC, Principal       |         | Weekly rotating through Eng, Ma, Inquiry  |            | Adjustment of teaching for following weeks, potential adjustment of curriculum   |
| Monitoring tasks across LA     |          | CRT with cohort                |         | Each term – usually the middle  |            | Informs future teaching to lead to success in summative task<br>Informs differentiation docs   |
| Summative tasks                |          | Cohort, PSHS cohorts           |         | Moderations – school, interschool – ongoing & termly  |            | Alignment of assessment task and adjustment of curriculum  |
| All of the above               |          | CRT, ST                        |         | Case management meeting - weekly  |            | Improve learning outcomes – variety of actions E.g referral, ISP/ICP, support class - minuted  |
| All of the above               |          | CRT, ST                        |         | Student services - weekly   |            | Improved learning outcomes – variety of actions. E.g Referral, ICP/ISP, - minuted  |
| All of the above               |          | LT, cohort                     |         | Data meeting - termly   |            | Faces on the data – changes to pedagogy, differentiation minuted   |
| Curriculum Vs A - E            |          | cohort                         |         | Ongoing , data meeting  |            | Adjustment to curriculum and assessment tasks as required. - minuted   |
| Curriculum                     |          | Cohort, LTM, HOC               |         | Cohort meeting  |            | Adjustments to curriculum, timing of assessment, content, warm ups, lessons as required.   |
| A – E – summ tasks - portfolio |          | CRT, student                   |         | Termly  |            | Set goals in portfolio for LA  |
| <b>WELL-BEING</b>              |          |                                |         |   |            |  |
| <b>Behaviour – PBL data</b>    |          |                                |         |   |            |  |
| SET data, EBS - data           |          | External coach, BST            |         | Annually  |            | PB for L Action plan   |
| Behaviour data - Oneschool     |          | BST, PBL team                  |         | Weekly, 3 times a term – PBL, w6 T4 triangle data – PBL meeting, case management, student services - weekly |            | School wide focus, attendance at rewards day, exemplary certificates<br>Risk assessment, FBA, BSP, CICO and other strategies<br>PBL and case management meetings - minuted |
| Referral to student services   |          | CRT, ST, Student services team |         | Student services meeting  |            | Variety of outcomes depending on need. E.g referral, individual plan, parent meeting, monitor progress, further testing, differentiation                                   |
| <b>Attendance</b>              |          |                                |         |   |            |  |
| One school data                |          | CT, ST, DP                     |         | Case management, student services weekly, data docs – 5 weeks   |            | Actions listed on the 5 weekly document and case management minutes  |

## WHOLE SCHOOL GENRE SCOPE AND SEQUENCE

|             | TERM 1   | TERM 2  | TERM 3   | TERM 4  |
|-------------|--|---|--|---|
|             | <b>MY PLACE IN THE WORLD</b>   | <b>FROM LITTLE THINGS BIG THINGS GROW</b>   | <b>OH THE PLACES YOU WILL GO WHEN YOU READ</b>   | <b>YOU ARE WHAT YOU EAT</b>   |
| <b>PREP</b> | <b>NARRATIVE</b><br>Text <b>Discussion</b> & Connection  | <b>INFORMATIVE</b><br>Informative retell & comprehension  | <b>NARRATIVE</b><br>Retell a Story   | <b>NARRATIVE</b><br>Story Innovation  |
| <b>1</b>    | <b>RECOUNT</b><br>Visit to a favourite person or place   | <b>NARRATIVE</b><br>Mini-beast story  | <b>POETRY DESCRIPTION &amp; PERSUASIVE</b><br>Describing characters and persuasive about favourite character | <b>PROCEDURAL</b><br>Cooking and tasting                                    |
| <b>2</b>    | <b>NARRATIVE</b><br><b>Story Innovation</b><br>A new event for familiar characters                                 | <b>PERSUASIVE</b><br>Dreamtime Stories<br><b>Comparison</b> Of Dreamtime Story Characters<br>Oral persuasive about character        | <b>INFORMATION</b><br>Information report on a form of transport following excursion to marina and airport.   | <b>NARRATIVE</b><br>Poetry<br>Written and oral                              |
| <b>2.3</b>  | <b>PERSUASIVE</b><br>Airlie Beach – then and now   | <b>NARRATIVE</b><br>Story Innovation  | <b>INFORMATION REPORT</b><br>Turtles   | <b>POEM &amp; PROCEDURAL</b><br>Food poem and recipe                        |
| <b>3</b>    | <b>PERSUASIVE</b><br>90 Second TV advertisement  | <b>NARRATIVE</b><br>from indigenous picture stimulus.<br><b>BOOK STUDY</b> – ‘Stolen Girl’<br>Comprehension questions               | <b>INFORMATION</b><br>Report<br>Brochure on Hamilton Island  | <b>PROCEDURAL</b><br>Script and performance of Cooking Show                 |
| <b>4</b>    | <b>INFORMATION</b><br>Report<br>Animals of the reef  | <b>PERSUASIVE</b><br><b>BOOK STUDY</b><br>‘Burnt Stick’ / Rohan Of Rin<br>Compare and contrast 2 novels.<br>Persuade which is best. | <b>NARRATIVE</b><br>Poetry “Mulgar Bill’s Bicycle”<br>Write a narrative from a poem.                         | <b>PERSUASIVE</b><br><b>BOOK STUDY</b> – The Lorax<br>Letter                |
| <b>4.5</b>  | <b>PERSUASIVE</b><br>Gorilla campaign  | <b>NARRATIVE</b><br>Historical letter<br>Y4 – Early settlement<br>Y5 – Eureka Stockade  | <b>INFORMATIVE Vs NARRATIVE</b><br>Newspaper Article<br>Novel Study - Hatchet                                | <b>PERSUASIVE</b><br>Leadership speech                                      |
| <b>5</b>    | <b>NARRATIVE</b><br>Historical Letter<br>Poetry ‘I Am Framework’ – not assessed                                    | <b>NARRATIVE</b><br><b>BOOK STUDY</b> Storm Boy<br><b>PERSUASIVE</b><br>Character connection  | <b>INFORMATIVE Vs NARRATIVE</b><br>Newspaper Article   | <b>PERSUASIVE</b><br>Leadership Speech                                      |
| <b>5.6</b>  | <b>NARRATIVE</b><br><b>Novel study</b><br>Written retell of event from different perspective                       | <b>PERSUASIVE</b><br>Land rights  | <b>PERSUASIVE SPEECHES</b><br>Yr 5 – leadership<br>Yr 6 – Rights of a child                                  | <b>MEMOIR</b><br>Yr 5 – Hero from History<br>Yr 6 – Memoir for memento book |
| <b>6</b>    | <b>NARRATIVE</b><br><b>BOOK STUDY</b> – ‘Just A Dog’<br>Rewrite novel event from different character’s perspective | <b>PERSUASIVE</b><br><b>BOOK STUDY</b> – “Rabbit Proof Fence”<br>Letter – The Stolen Generation                                     | <b>PERSUASIVE</b><br>Too Much Money is Spent on Toys   | <b>NARRATIVE &amp; INFORMATIVE</b><br>Memoir                                |

## Whole-school Curriculum Plan: P– 6 Overview

|         |      | Term 1 - Unit 1  | Term 2 - Unit 2  | Term 3 - Unit 3  | Term 4 - Unit 4  |
|---------|------|--|--|--|--|
| English | PREP | <p><b>All About Me</b><br/>Students participate in a small group discussion about a new text. They identify the type of text and identify the kind of images that are in the text. Students make connections between the text and personal experiences. They identify rhyme within the text. Students listen to and read texts to explore predictable text structures and common visual patterns in a range of literary and non-literary texts, including fiction and non-fiction books and everyday texts. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations and routines and transitions.<br/>This unit is closely connected to the Inquiry Unit My Family and I</p> | <p><b>Informative Retell<br/>Meal Worms</b></p> <p>Students write an informative recount and report about the animals they have met on their 'animal walk about' in Inquiry. This is then shared with their class. Students listen to and read texts to explore predictable text structures and common visual patterns in a range of literary and non-literary texts, including fiction and non-fiction books and everyday texts. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations and routines and transitions.<br/>This unit is closely connected to the Inquiry Unit 'Animal Walk About'</p> | <p><b>Adventure Books</b></p> <p>Students explore adventure books including My Mob Going To The Beach. They examine the cover of a book, discuss what the book might be about and what might happen in the text. Students retell the story in drawings and writing. They share this with the class. Students identify rhyme within texts. They write their own rhyme.<br/>Students listen to and read texts to explore predictable text structures and common visual patterns in a range of literary and non-literary texts, including fiction and non-fiction books and everyday texts. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations and routines and transitions.<br/>This unit is closely connected to the Inquiry unit "Globe Trotting"</p> | <p><b>Letters</b></p> <p>Students listen to a variety of stories and identify the plot and characters within them. They learn about letter purpose and structure. They write a variety of letters to different people for different reasons. Students write a letter invitation to the circus. This unit is closely linked to the 'Circus' Inquiry unit.</p> <p>Students listen to and read texts to explore predictable text structures and common visual patterns in a range of literary and non-literary texts, including fiction and non-fiction books and everyday texts. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations and routines and transitions.</p> |
|         |      |  |  |  |  |



|         |        | Term 1 - Unit 1  | Term 2 - Unit 2   | Term 3 - Unit 3  | Term 4 - Unit 4  |
|---------|--------|--|---|--|--|
| English | YEAR 1 | <p><b>My Place In The World</b><br/><b>Special Events in My Life</b><br/>Retells</p> <p>Students listen to, read and view a variety of recount texts. They explore the language and text structures used in these texts. Students write a retell about a visit to a special place.</p> | <p><b>From Little Things Big Things Grow!</b><br/><b>A Bug's Life</b></p> <p>Narratives</p> <p>Students listen to, read and view a variety of narratives and texts about mini-beasts. They write a story based on mini-beasts and present this orally to their class. Indigenous perspectives are woven into this unit.</p> | <p><b>Oh The Places You'll Go When You Read</b><br/><b>Character Study</b><br/>Engaging with Poetry</p> <p>Students listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting.</p> <p>Students create a set of clues about a character from a set of poems read to the class. This is presented in the form of a Who Am I? The class then identifies the character. Students listen to, read and view a variety of persuasive texts. Together they explore the structure and vocabulary of these texts. Students then write a persuasive text on why the character they chose for their 'Who Am I' is their favourite.</p> | <p><b>You Are What You Eat!</b><br/><b>Food and Procedural Texts</b></p> <p>Students listen to, read and view procedural texts to examine their structure, content and vocabulary. Students engage in a cooking and tasting experience and then reflect on this through discussion. Students create a procedural text about a disgusting sandwich.</p> |

|         |        | Term 1 - Unit 1   | Term 2 - Unit 2   | Term 3 - Unit 3  | Term 4 - Unit 4  |
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| English | YEAR 2 | <p><b>My Place In The World</b></p> <p><b>Exploring Connections in Texts</b><br/>Students explore a variety of stories to examine how authors use plot and characterisation to engage an audience through making connections.<br/>Students write a narrative – a new story for familiar characters from a favourite text. They employ 7 Steps To Writing Success strategies and use their knowledge of sentence trains for sentence construction.</p> | <p><b>From Little Things Big Things Grow!</b></p> <p><b>Comparing and Responding Persuasively to Characterisation in Stories</b><br/>Students listen to, read and explore a variety of Dreamtime stories to examine actions and traits of main characters.<br/>They complete a character analysis by comparing 2 characters from different stories.<br/>Students then write a persuasive speech, supported by images, to explain their preference for their favourite character. They present this speech to their class. Students complete a reading assessment.</p> | <p><b>Oh The Places You Go When You Read!</b></p> <p><b>Exploring and Creating Informative texts</b><br/>Students read, view and listen to a range of texts to create an informative text.<br/>After visiting Abell Point Marina and the Whitsunday Airport, students create an information text to be presented as a written report.<br/>The complete a reading and listening assessment based on an information text.<br/>The text 'Sail Away' is shared with students throughout this unit.</p> | <p><b>You Are What You Eat!</b></p> <p><b>Reading, writing and performing poetry</b><br/>Students read and listen to a range of poems to examine rhyme structure and meter.<br/><br/>They then create a descriptive poem based on a recipe made by the class / themselves. Students present their poem or rhyme to the class.<br/><br/>Students complete a reading assessment.</p> |

|         |          | Term 1 - Unit 1  | Term 2 - Unit 2   | Term 3 - Unit 3   | Term 4 - Unit 4  |
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| English | YEAR 2.3 | <p><b>Persuasive</b><br/> <b>Creating a Persuasive Text to express an opinion</b></p> <p>Students examine the changes which have taken place in Airlie Beach. This research is completed as part of their Inquiry unit – Airlie Beach Then and Now<br/> Students examine persuasive devices and structure.<br/> They write a piece to answer the question “Was Airlie Beach a better place in the past or now?”<br/> (This unit is connected to Y3 T1)</p> | <p><b>Narrative</b><br/> <b>Writing a story innovation</b></p> <p>Students study a sustainability novel which is linked to their Inquiry unit. They examine how the author has use plot and characterisation to engage an audience through making connections.<br/> Students innovate on their novel by using the characters to create a new narrative. They employ 7 Steps To Writing Success strategies.<br/> (This unit is connected to Y2 T1)</p> | <p><b>Informative</b><br/> <b>Exploring and Creating an Information text</b></p> <p>Students read, view and listen to a range of texts to create an informative text. Research is conducted during the connected Inquiry unit “Save The Turtles”<br/> After visiting the turtle hospital and completing research, students create:<br/> Y2 – information report and lifecycle diagram<br/> Y3 – information report and labelled diagram – animal features.<br/> Year 3 students complete a reading assessment</p> | <p><b>Procedural and Poetry</b><br/> <b>Reading, writing and performing poetry</b><br/> <b>Reading, writing and making recipes</b></p> <p>Yr 2 - Students read and listen to a range of poems to examine rhyme structure and meter.<br/> They then create a descriptive poem based on a recipe made by the class / themselves. Students present their poem or rhyme to the class.<br/> (This unit is connected to Y2 T4)<br/> Students complete a reading assessment.<br/> <b>Yr 3 -</b> Students investigate various procedural texts to determine their purpose, generic structure, language choices, subject matter and mode of presentation.<br/> They create a play script and PowerPoint presentation to be used in their presentation of the Ready, Steady Cooking Show.<br/> (This unit is connected to Y3 T4)</p> |

|         |        | Term 1 - Unit 1  | Term 2 - Unit 2   | Term 3 - Unit 3  | Term 4 - Unit 4  |
|---------|--------|--|---|--|--|
| English | YEAR 3 | <p><b>My Place In The World</b></p> <p><b>Persuasive Advertisement Analysing and Creating a Persuasive Text.</b></p> <p>As part of the Term theme of 'My Place In The World', students explore persuasive language by examining texts used to promote products ( such as media and television advertisements). They identify persuasive, generic structures, techniques, such as rhetorical questions, and vocabulary. They also engage with the 7 Steps Persuasive Writing program. Students then plan and present a 90 second television advertisement for Cannonvale or Airlie Beach.</p> | <p><b>From Little Things Big Things Grow!</b></p> <p><b>Stolen Generation - Indigenous Australia</b></p> <p><b>Book study Exploring Imaginative Texts through different perspectives.</b></p> <p>Students study the text 'Stolen Girl' by Trina Soffioli. They investigate the use of text and illustrations to create meaning. Students study language choices in the text. They make connections to the text, create their own illustrations and complete comprehension questions from the text. This includes an investigation of how the dialogue used in this text.</p> <p>Students study a picture stimulus from the text and respond through the creation of a narrative. The narrative incorporates an indigenous perspective and employs the '7 Steps to Writing Success' in its construction.</p> | <p><b>Oh The Places You Go When You Read!</b></p> <p><b>We Dream of Daydream!</b></p> <p>Exploring and Creating Informative texts</p> <p>Students explore the elements of informative texts including purpose, generic structure, language choices and publication layout.</p> <p>Following an excursion to Daydream Island they create and publish an information brochure about the island and what it offers to visitors.</p> | <p><b>You Are What You Eat</b></p> <p><b>Let's Cook</b></p> <p><b>Exploring And Creating Procedural Texts.</b></p> <p>Students investigate various procedural texts to determine their purpose, generic structure, language choices, subject matter and mode of presentation.</p> <p>They create a play script and PowerPoint presentation to be used in their presentation of the Ready, Steady Cooking Show. (this is linked with Health, Arts and Technology)</p> |

|         |          | Term 1 - Unit 1  | Term 2 - Unit 2   | Term 3 - Unit 3   | Term 4 - Unit 4  |
|---------|----------|--|---|---|--|
| English | YEAR 4   | <p><b>My Place In The World</b></p> <p><b>Exploring and Writing Information Texts</b></p> <p>Students listen to, read and view a variety of information texts about the reef. They examine structure, vocabulary, language features and content.</p> <p>They then construct their own information text about the reef animal they have researched.</p> <p>They publish this digitally.</p> | <p><b>From Little Things Big Things Grow!</b></p> <p><b>Understanding Aboriginal peoples' and Torres Strait Islander peoples' stories</b></p> <p>Students study the texts 'Burnt Stick' and the novel 'Rohan of Rin'. They demonstrate an understanding of the stories by creating a collection of work including a mind map comparing the texts, tri-level comprehension questions and a character portrait. They write a persuasive piece about which story is the most engaging and why.</p> | <p><b>Oh The Places You Go When You Read!</b></p> <p><b>Reading, writing and performing poetry</b></p> <p>Students read and listen to a range of poems to examine rhyme structure and language features. They focus on Australian poetry and in particular, "Mulga Bill's Bicycle". Students write the story of the poem into a narrative using elements of the Seven Steps To Writing Success program.</p> | <p><b>You Are What You Eat</b></p> <p><b>Creating Expository Texts (Persuasive Response to Topic)</b></p> <p>Students read, view and listen to the story, 'The Lorax'. They examine the author's key messages and the persuasive techniques employed.</p> <p>Students write a persuasive letter presenting their personal stance on environmental issues from the text. They publish this digitally.</p>   |
|         | YEAR 4.5 | <p><b>My Place In The World</b></p> <p>Mountain Gorilla Campaign</p> <p>In their Inquiry unit, students research the plight of Uganda's mountain gorillas.</p> <p>They then write a persuasive piece to be used in an awareness campaign to save the gorillas.</p> <p>The novel 'The One &amp; Only Ivan' is studied throughout this unit.</p>   | <p><b>From Little Things Big Things Grow</b></p> <p>Historical Letter</p> <p>In their Inquiry unit students study early settlement (Yr 4) and the gold fields/ Eureka Stockade (Yr 5)</p> <p>They then write an historical letter from a child in one of these places.</p>  | <p><b>Oh The Places You Go When You Read!</b></p> <p>Students complete a novel study on the text 'Hatchet'</p> <p>They then write a feature article about Brian's (the main character) rescue.</p>  | <p><b>You Are What You Eat</b></p> <p><b>Creating Expository Texts (Persuasive Response to Topic)</b></p> <p>Year 4</p> <p>Students study the text 'The Lorax'. They examine the author's key messages and the persuasive techniques employed.</p> <p>Students write a persuasive letter presenting their personal stance on environmental issues from the text.</p> <p><b>Year 5</b></p> <p>In their Inquiry unit students study leadership and leadership speeches. They participate in a variety of leadership activities. Students then construct their own formal leadership speech to be presented as part of the school's elections for school captains and sports captains</p> |

|         |        | Term 1 - Unit 1   | Term 2 - Unit 2  | Term 3 - Unit 3   | Term 4 - Unit 4   |
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| English | YEAR 5 | <p><b>My Place In The World<br/>The Goldfields<br/>Historic Letter<br/>(Narrative)</b></p> <p>Students examine the link between poetry and narrative structures to retell events. The read accounts in various forms, including poetry and narrative, from the Goldfields.</p> <p>Students then link poetry to narrative through the construction of a narrative letter to retell events at the Goldfields.</p> | <p><b>From Little Things Big Things Grow!<br/>Persuasive Writing<br/>Storm Boy</b></p> <p>Students study the novel 'Storm Boy' examining its literary features, structure, character traits and the author's message. They interpret and analyse information from the text.</p> <p>Students study a variety of persuasive texts, examining the structure, vocabulary and features.</p> <p>They then write a persuasive piece about which of the Storm Boy characters is the easiest to connect with.</p> | <p><b>Oh The Places You Go When You Read!<br/>Magazine Article<br/>Examining media texts</b></p> <p>Students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts.</p> <p>Students apply comprehension strategies to complete a series of comprehension questions on particular articles.</p> <p>They create a digital multimodal feature article, including written and visual elements about a major school event.</p> | <p><b>You Are What You Eat<br/>Speaking Persuasively</b></p> <p>Students listen to, read and view persuasive speeches to examine techniques and features used by the speaker to effectively persuade the audience.</p> <p>They participate in a variety of leadership activities. Students then construct their own formal leadership speech to be presented as part of the school's elections for school captains and sports captains.</p> |
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|         |          | Term 1 - Unit 1   | Term 2 - Unit 2   | Term 3 - Unit 3   | Term 4 - Unit 4  |
|---------|----------|---|---|---|--|
| English | YEAR 5/6 | <p><b>My Place In The World<br/>Narrative</b></p> <p>Students study the novel 'Holes' by Louis Sachar. Students write an event from the novel from a character's perspective and complete comprehension questions about the text.</p> | <p><b>From Little Things Big Things Grow!</b></p> <p>Persuasive Writing</p> <p>Students study issues and texts about land rights and write a persuasive piece expressing their point of view.</p> | <p><b>Oh The Places You Go When You Read!</b></p> <p>Persuasive &amp; Informative</p> <p>Students study leadership (Yr 5) and the rights of a child (Yr 6) and present a persuasive speech in response to their learning.</p> | <p><b>You Are What You Eat<br/>Biography</b></p> <p>Students write a biography about a hero from History (Yr 5) and an autobiography - memoir (Yr 6)</p> |
|         |          |   |   |   |  |

|         |        | Term 1 - Unit 1   | Term 2 - Unit 2   | Term 3 - Unit 3   | Term 4 - Unit 4   |
|---------|--------|---|---|---|---|
| English | YEAR 6 | <p><b>My Place In The World.</b></p> <p><b>Novel Study and Narrative Response</b></p> <p>Examining Narrative Point of View</p> <p><b>‘Just A Dog’</b></p> <p>Students study the text ‘Just A Dog’ by Gerard Bauer. They examine structure, features and the point of view from which the novel is written.</p> <p>Through discussion students compare this novel to others they have read. They then rewrite an event from the text from the point of view of the dog character, Mr Mosely. They complete a reading comprehension test where they answer questions about the purpose and features of their text. Finally, students participate in a role play where they play the part of the author in an interview.</p> | <p><b>From Little Things Big Things Grow!</b></p> <p><b>Understanding Aboriginal peoples’ and Torres Strait Islander peoples’ perspectives</b></p> <p>Students read excerpts of the story, ‘Rabbit Proof Fence’. They read, listen to and view accounts of the stolen generation.</p> <p>Students write a persuasive letter on the topic “Should The Stolen Generation Have Been Taken From Their families?’<br/>(This unit has links to History)</p> | <p><b>Oh The Places You Go When You Read!</b></p> <p><b>Information Report &amp; Poem</b></p> <p><b>‘Boy Overboard’</b></p> <p>Novel Study &amp; G6 Summit<br/>Awareness Campaign<br/>Children’s Rights</p> <ol style="list-style-type: none"> <li>1. Information text about a child rights issue to be presented at G6 summit.<br/>Students complete research in T3 Inquiry Unit. ‘Children’s Rights’</li> <li>2. Poetry response to children’s rights issue<br/>Poetry study through song – Students study figurative language found in poems and songs. They create a poem in response to a children’s rights issue.</li> <li>3. Novel Study – Boy Overboard<br/>Students study the novel to gain background knowledge of children’s rights issues and migration. They complete reading comprehension tasks about the text.</li> </ol> | <p><b>You Are What You Eat!</b></p> <p><b>Memoir</b></p> <p>Reading and Creating Life Writing: Biographies</p> <p>Students read biographies to identify the text structures and language features. They demonstrate their knowledge of the language features of a biography in a reading comprehension.</p> <p>Students select an event from their lives and create a literary memoir about it. This memoir is included in a memoir book in celebration of their last year of primary school.</p> |

|             |      | Term 1 - Unit 1   | Term 2 - Unit 2   | Term 3 - Unit 3   | Term 4 - Unit 4  |
|-------------|------|---|---|---|--|
| Mathematics | PREP | <p>Back To Front Maths Approach</p> <p>Prep students will engage in activities across the five contexts of learning — focused teaching and learning, investigations, active learning, real life situations, routines and transitions. When opportunities arise in the classroom, the appropriate strand of mathematics — Number and algebra, Measurement and geometry, Statistics and probability — may be addressed.</p> <p><b>CONTENT STRANDS</b></p> <p><u>Focus Concepts:</u> counting, subitising, lines, shape</p> <p>Prep students will engage in activities across the five contexts of learning — focused teaching and learning, investigations, active learning, real life situations, routines and transitions</p> <p>Counting and subitising through everyday activities and problems. Students will establish understanding of the language and processes of counting by naming numbers in sequences, initially to 10 then 20. Students will subitise small collections of objects.</p> <p><b>PROFICIENCY STRANDS</b></p> <p>Through the completion of novel/unfamiliar problems and investigations, students work mathematically in the proficiency strands of Understanding, Problem-Solving, Fluency, and Reasoning</p> | <p>Back To Front Maths Approach</p> <p>Prep students will engage in activities across the five contexts of learning — focused teaching and learning, investigations, active learning, real life situations, routines and transitions. When opportunities arise in the classroom, the appropriate strand of mathematics — Number and algebra, Measurement and geometry, Statistics and probability — may be addressed.</p> <p><b>CONTENT STRANDS</b></p> <p><u>Focus concepts:</u> counting, subitising, numbers to 10, duration, sequencing events, attributes of objects, measurement, quantity, addition and subtraction.</p> <p>Students will grow their knowledge and use of numbers, extending beyond numbers to 10. Students will connect number names, numerals and quantities, including zero, initially up to 10 and then beyond. Compare and order the duration of events using the everyday language of time. Connect days of the week to familiar events and actions. Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language.</p> <p>Students will represent practical situations to model addition and subtraction.</p> <p><b>PROFICIENCY STRANDS</b></p> <p>Through the completion of novel/unfamiliar problems and investigations, students work mathematically in the proficiency strands of Understanding, Problem-Solving, Fluency, and Reasoning</p> | <p>Back To Front Maths Approach</p> <p>Prep students will engage in activities across the five contexts of learning — focused teaching and learning, investigations, active learning, real life situations, routines and transitions. When opportunities arise in the classroom, the appropriate strand of mathematics — Number and algebra, Measurement and geometry, Statistics and probability — may be addressed.</p> <p><b>CONTENT STRANDS</b></p> <p><u>Focus concepts:</u> counting, subitising, numbers to 10, quantity, duration, sequencing events, addition and subtractions, sharing, chance, questions and data, space.</p> <p>Students revise concepts of counting and subitising, numbers to 10, representing quantities in different ways, comparing and order duration of events using everyday language of time, sequencing events, simple addition and subtraction problems. Students will represent practical situations to model addition and sharing.</p> <p>Students will use the language of chance and answer yes/no questions to collect information.</p> <p>Students will describe position and movement as they explore.</p> <p><b>PROFICIENCY STRANDS</b></p> <p>Through the completion of novel/unfamiliar problems and investigations, students work mathematically in the proficiency strands of Understanding, Problem-Solving, Fluency, and Reasoning</p> | <p>Back To Front Maths Approach</p> <p>Prep students will engage in activities across the five contexts of learning — focused teaching and learning, investigations, active learning, real life situations, routines and transitions. When opportunities arise in the classroom, the appropriate strand of mathematics — Number and algebra, Measurement and geometry, Statistics and probability — may be addressed.</p> <p><b>CONTENT STRANDS</b></p> <p><u>Focus concepts:</u> shape, line, space, direction, attributes of objects, measurement, order, sequence, sorting and comparing numbers. Students will explore shapes and lines, describe positions and movement in space and directions and pathways.</p> <p>Attributes of objects, making direct comparisons. Measuring using non-standard units.</p> <p>Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings.</p> <p>Students will compare, order and make correspondences between collections, initially to 20, and explain reasoning.</p> <p><b>PROFICIENCY STRANDS</b></p> <p>Through the completion of novel/unfamiliar problems and investigations, students work mathematically in the proficiency strands of Understanding, Problem-Solving, Fluency, and Reasoning</p> <p><b>Minimum requirements:</b></p> <p>By the end of this term make absolutely sure that your students can:</p> <ul style="list-style-type: none"> <li>• Make and conserve quantities to 10</li> <li>• Partition quantities to 10</li> </ul> |



|             |             | Term 1 - Unit 1   | Term 2 - Unit 2   | Term 3 - Unit 3  | Term 4 - Unit 4  |
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| Mathematics | YEAR 1      | <p><b>Back To Front Maths Approach &amp; the Australian Curriculum</b></p> <p><b>Focus concepts:</b><br/>Number names and concepts (to 20), counting, ordering, addition and subtraction including partitioning, (to 20) joining and separating (to 20), 2D and 3D shapes</p> <p><b>PROFICIENCY STRANDS</b><br/>Through the completion of novel/unfamiliar problems and investigations, students work mathematically in the proficiency strands of Understanding, Problem-Solving, Fluency, and Reasoning</p> | <p><b>Back To Front Maths Approach &amp; the Australian Curriculum</b></p> <p><b>Focus concepts:</b><br/>Counting patterns, Money, Fractions, Multiplication and Division including arrays and sharing, Time, Length and Volume</p> <p><b>PROFICIENCY STRANDS</b><br/>Through the completion of novel/unfamiliar problems and investigations, students work mathematically in the proficiency strands of Understanding, Problem-Solving, Fluency, and Reasoning</p>   | <p><b>Back To Front Maths Approach &amp; the Australian Curriculum</b></p> <p><b>Focus concepts:</b><br/>Two digit numbers, formal operations, chance and data, position and direction, calendars and days of the week</p> <p><b>PROFICIENCY STRANDS</b><br/>Through the completion of novel/unfamiliar problems and investigations, students work mathematically in the proficiency strands of Understanding, Problem-Solving, Fluency, and Reasoning</p>   | <p><b>Back To Front Maths Approach &amp; the Australian Curriculum</b></p> <p><b>Focus concepts:</b><br/>3D objects, Symmetry and Transformations, Mass, Patterns and Functions</p> <p><b>PROFICIENCY STRANDS</b><br/>Through the completion of novel/unfamiliar problems and investigations, students work mathematically in the proficiency strands of Understanding, Problem-Solving, Fluency, and Reasoning</p>                                    |
|             | MATHEMATICS | YEAR 2  | <p><b>Back To Front Maths Approach &amp; the Australian Curriculum</b></p> <p><b>Focus Concepts:</b><br/>Number names and concepts (to 20), counting, ordering, addition and subtraction including partitioning, patterns, time, number lines joining and separating (to 20), 2D</p> <p><b>PROFICIENCY STRANDS</b><br/>Through the completion of novel/unfamiliar problems and investigations, students work mathematically in the proficiency strands of Understanding, Problem-Solving, Fluency, and Reasoning</p> <p>In this term we will be focusing heavily on numbers to 100 so that next term we can focus on three digit numbers.</p> | <p><b>Back To Front Maths Approach &amp; the Australian Curriculum</b></p> <p><b>Focus concepts:</b><br/>Focus Concepts: Counting patterns, ordinal numbers, partitioning, Money, Fractions, Multiplication and Division including arrays and sharing, Time, problem solving with +n and -n.</p> <p><b>PROFICIENCY STRANDS</b><br/>Through the completion of novel/unfamiliar problems and investigations, students work mathematically in the proficiency strands of Understanding, Problem-Solving, Fluency, and Reasoning</p> | <p><b>Back To Front Maths Approach &amp; the Australian Curriculum</b></p> <p><b>Focus concepts:</b><br/>Focus concepts: Large numbers, formal operations, chance and data, position and direction, jump strategy.</p> <p><b>PROFICIENCY STRANDS</b><br/>Through the completion of novel/unfamiliar problems and investigations, students work mathematically in the proficiency strands of Understanding, Problem-Solving, Fluency, and Reasoning</p> |

|             |        | Unit 1   | Unit 2   | Unit 3   | Unit 4  |
|-------------|--------|--|--|--|---|
| Mathematics | YEAR 3 | <p><b>Back To Front Maths Approach &amp; the Australian Curriculum</b></p> <p><b>Focus concepts:</b> (intervention program)</p> <ul style="list-style-type: none"> <li>• Patterns</li> <li>• Relative size,</li> <li>• Re/grouping</li> <li>• Multiples of 100</li> <li>• Numbers &gt; 100 and &lt;100</li> </ul> <p><b>PROFICIENCY STRANDS</b><br/>Through the completion of novel/unfamiliar problems and investigations, students work mathematically in the proficiency strands of Understanding, Problem-Solving, Fluency, and Reasoning</p> <p>In this term we will be looking at numbers to 1000 rather than to 10 000.</p> | <p><b>Back To Front Maths Approach &amp; the Australian Curriculum</b></p> <p><b>Focus concepts:</b><br/>Counting patterns, Money, Fractions, time, Multiplication and Division including arrays and sharing, Time, Length and Volume, 2/3 D shapes, Angles.</p> <p><b>PROFICIENCY STRANDS</b><br/>Through the completion of novel/unfamiliar problems and investigations, students work mathematically in the proficiency strands of Understanding, Problem-Solving, Fluency, and Reasoning</p> | <p><b>Back To Front Maths Approach &amp; the Australian Curriculum</b></p> <p><b>Focus concepts:</b><br/>Larger numbers, regrouping, formal operations, fractions, chance and data, position and direction.</p> <p><b>PROFICIENCY STRANDS</b><br/>Through the completion of novel/unfamiliar problems and investigations, students work mathematically in the proficiency strands of Understanding, Problem-Solving, Fluency, and Reasoning</p>  | <p><b>Back To Front Maths Approach &amp; the Australian Curriculum</b></p> <p><b>Focus concepts:</b><br/>Number concepts, Transformations, Area, Mass, Patterns and Functions, Geometry.</p> <p><b>PROFICIENCY STRANDS</b><br/>Through the completion of novel/unfamiliar problems and investigations, students work mathematically in the proficiency strands of Understanding, Problem-Solving, Fluency, and Reasoning</p>                  |
|             | YEAR 4 | <p><b>Back To Front Maths Approach &amp; the Australian Curriculum</b></p> <p><b>Focus concepts:</b><br/>Numbers to 10 000, place value, ordering numbers, number lines, addition and subtraction, decimal numbers</p> <p><b>PROFICIENCY STRANDS</b><br/>Through the completion of novel/unfamiliar problems and investigations, students work mathematically in the proficiency strands of Understanding, Problem-Solving, Fluency, and Reasoning</p>   | <p><b>Back To Front Maths Approach &amp; the Australian Curriculum</b></p> <p><b>Focus concepts:</b><br/>Fractions, money, adding and subtracting decimal numbers, multiplication, measurement – time, length, area.</p> <p><b>PROFICIENCY STRANDS</b><br/>Through the completion of novel/unfamiliar problems and investigations, students work mathematically in the proficiency strands of Understanding, Problem-Solving, Fluency, and Reasoning</p>   | <p><b>Back To Front Maths Approach &amp; the Australian Curriculum</b></p> <p><b>Focus concepts:</b><br/>Division, order of operations, distributive properties, extending and connecting fractions, operations with fractions, position, direction.</p> <p><b>A PROFICIENCY STRANDS</b><br/>Through the completion of novel/unfamiliar problems and investigations, students work mathematically in the proficiency strands of Understanding, Problem-Solving, Fluency, and Reasoning</p> | <p><b>Back To Front Maths Approach &amp; the Australian Curriculum</b></p> <p><b>Focus concepts:</b><br/>Number revision, Geometry - angles, flip, slide and turn, volume, mass, patterns and functions.</p> <p><b>PROFICIENCY STRANDS</b><br/>Through the completion of novel/unfamiliar problems and investigations, students work mathematically in the proficiency strands of Understanding, Problem-Solving, Fluency, and Reasoning.</p> |

|             |        | Term 1 - Unit 1  | Term 2 - Unit 2  | Term 3 - Unit 3  | Term 4 - Unit 4   |
|-------------|--------|--|--|--|---|
| Mathematics | YEAR 3 | <p><b>Back To Front Maths Approach &amp; the Australian Curriculum</b></p> <p><b>Focus concepts:</b> (intervention program)</p> <ul style="list-style-type: none"> <li>• Patterns</li> <li>• Relative size,</li> <li>• Re/grouping</li> <li>• Multiples of 100</li> <li>• Numbers &gt; 100 and &lt;100</li> </ul> <p><b>PROFICIENCY STRANDS</b><br/>Through the completion of novel/unfamiliar problems and investigations, students work mathematically in the proficiency strands of Understanding, Problem-Solving, Fluency, and Reasoning</p> <p>In this term we will be looking at numbers to 1000 rather than to 10 000.</p> | <p><b>Back To Front Maths Approach &amp; the Australian Curriculum</b></p> <p><b>Focus concepts:</b><br/>Counting patterns, Money, Fractions, time, Multiplication and Division including arrays and sharing, Time, Length and Volume, 2/3 D shapes, Angles.</p> <p><b>PROFICIENCY STRANDS</b><br/>Through the completion of novel/unfamiliar problems and investigations, students work mathematically in the proficiency strands of Understanding, Problem-Solving, Fluency, and Reasoning</p> | <p><b>Back To Front Maths Approach &amp; the Australian Curriculum</b></p> <p><b>Focus concepts:</b><br/>Larger numbers, regrouping, formal operations, fractions, chance and data, position and direction.</p> <p><b>PROFICIENCY STRANDS</b><br/>Through the completion of novel/unfamiliar problems and investigations, students work mathematically in the proficiency strands of Understanding, Problem-Solving, Fluency, and Reasoning</p>  | <p><b>Back To Front Maths Approach &amp; the Australian Curriculum</b></p> <p><b>Focus concepts:</b><br/>Number concepts, Transformations, Area, Mass, Patterns and Functions, Geometry.</p> <p><b>PROFICIENCY STRANDS</b><br/>Through the completion of novel/unfamiliar problems and investigations, students work mathematically in the proficiency strands of Understanding, Problem-Solving, Fluency, and Reasoning</p>                  |
|             | YEAR 4 | <p><b>Back To Front Maths Approach &amp; the Australian Curriculum</b></p> <p><b>Focus concepts:</b><br/>Numbers to 10 000, place value, ordering numbers, number lines, addition and subtraction, decimal numbers</p> <p><b>PROFICIENCY STRANDS</b><br/>Through the completion of novel/unfamiliar problems and investigations, students work mathematically in the proficiency strands of Understanding, Problem-Solving, Fluency, and Reasoning</p>   | <p><b>Back To Front Maths Approach &amp; the Australian Curriculum</b></p> <p><b>Focus concepts:</b><br/>Fractions, money, adding and subtracting decimal numbers, multiplication, measurement – time, length, area.</p> <p><b>PROFICIENCY STRANDS</b><br/>Through the completion of novel/unfamiliar problems and investigations, students work mathematically in the proficiency strands of Understanding, Problem-Solving, Fluency, and Reasoning</p>   | <p><b>Back To Front Maths Approach &amp; the Australian Curriculum</b></p> <p><b>Focus concepts:</b><br/>Division, order of operations, distributive properties, extending and connecting fractions, operations with fractions, position, direction.</p> <p><b>A PROFICIENCY STRANDS</b><br/>Through the completion of novel/unfamiliar problems and investigations, students work mathematically in the proficiency strands of Understanding, Problem-Solving, Fluency, and Reasoning</p> | <p><b>Back To Front Maths Approach &amp; the Australian Curriculum</b></p> <p><b>Focus concepts:</b><br/>Number revision, Geometry - angles, flip, slide and turn, volume, mass, patterns and functions.</p> <p><b>PROFICIENCY STRANDS</b><br/>Through the completion of novel/unfamiliar problems and investigations, students work mathematically in the proficiency strands of Understanding, Problem-Solving, Fluency, and Reasoning.</p> |

|             |        | Term 1 - Unit 1   | Term 2 - Unit 2   | Term 3 - Unit 3  | Term 4 - Unit 4   |
|-------------|--------|---|---|--|---|
| Mathematics | YEAR 5 | <p><b>Back To Front Maths Approach &amp; the Australian Curriculum</b></p> <p><b>Focus concepts:</b><br/>Number, order of ops, partition ten thousands, millions, +n, -n, decimals NAPLAN preparation</p> <p><b>PROFICIENCY STRANDS</b><br/>Through the completion of novel/unfamiliar problems and investigations, students work mathematically in the proficiency strands of Understanding, Problem-Solving, Fluency, and Reasoning</p> | <p><b>Back To Front Maths Approach &amp; the Australian Curriculum</b></p> <p><b>Focus concepts:</b><br/>Number, time, shape, measurement – area, perimeter, NAPLAN preparation</p> <p><b>PROFICIENCY STRANDS</b><br/>Through the completion of novel/unfamiliar problems and investigations, students work mathematically in the proficiency strands of Understanding, Problem-Solving, Fluency, and Reasoning</p> | <p><b>Back To Front Maths Approach &amp; the Australian Curriculum</b></p> <p><b>Focus concepts:</b><br/>Chance, data, position, direction, number</p> <p><b>PROFICIENCY STRANDS</b><br/>Through the completion of novel/unfamiliar problems and investigations, students work mathematically in the proficiency strands of Understanding, Problem-Solving, Fluency, and Reasoning</p> | <p><b>Back To Front Maths Approach &amp; the Australian Curriculum</b></p> <p><b>Focus concepts:</b><br/>Money, geometry – angles, flip, slide, turn, symmetry, volume, perimeter, capacity, mass, 2D &amp; 3D shapes</p> <p><b>PROFICIENCY STRANDS</b><br/>Through the completion of novel/unfamiliar problems and investigations, students work mathematically in the proficiency strands of Understanding, Problem-Solving, Fluency, and Reasoning</p> |

|             |        | Term 1 - Unit 1   | Term 2 - Unit 2   | Term 3 - Unit 3  | Term 4 - Unit 4  |
|-------------|--------|---|---|--|--|
| Mathematics | YEAR 6 | <p><b>Back To Front Maths Approach &amp; the Australian Curriculum</b></p> <p><b>Focus concepts:</b><br/>Place value and relative size of whole and decimal numbers, negative numbers, +n, -n, 2D and 3D shapes</p> <p><b>PROFICIENCY STRANDS</b><br/>Through the completion of novel/unfamiliar problems and investigations, students work mathematically in the proficiency strands of Understanding, Problem-Solving, Fluency, and Reasoning</p> | <p><b>Back To Front Maths Approach &amp; the Australian Curriculum</b></p> <p><b>Focus concepts:</b><br/>2D shapes, decimals, fractions, \$, time, timetables, 12 &amp; 24 hour time.</p> <p><b>PROFICIENCY STRANDS</b><br/>Through the completion of novel/unfamiliar problems and investigations, students work mathematically in the proficiency strands of Understanding, Problem-Solving, Fluency, and Reasoning</p> | <p><b>Back To Front Maths Approach &amp; the Australian Curriculum</b></p> <p><b>Focus concepts:</b><br/>Fractions, decimals, order of operations, division rules, distributive properties, rates, ratio, chance &amp; data, position &amp; direction.</p> <p><b>PROFICIENCY STRANDS</b><br/>Through the completion of novel/unfamiliar problems and investigations, students work mathematically in the proficiency strands of Understanding, Problem-Solving, Fluency, and Reasoning</p> | <p><b>Back To Front Maths Approach &amp; the Australian Curriculum</b></p> <p><b>Focus concepts:</b><br/>Geometry - flip, slide, turn, number – prime, composite, triangular, square, angles, quadrilaterals, measurement - cm<sup>3</sup>, volume, gms, kgs, conversion</p> <p><b>PROFICIENCY STRANDS</b><br/>Through the completion of novel/unfamiliar problems and investigations, students work mathematically in the proficiency strands of Understanding, Problem-Solving, Fluency, and Reasoning</p> |

|         |      | Term 1 - Unit 1   | Term 2 - Unit 2  | Term 3 - Unit 3  | Term 4 - Unit 4  |
|---------|------|---|--|--|--|
| Inquiry | Prep | <p><b>My Story</b><br/>HASS – Hist &amp; Health (n/a)</p> <p>Students participate in a structured inquiry about themselves and their families. They work with their class to pose the <b>essential question</b> ‘What is My Story’ and other questions such as :</p> <p>Who am I? How am I growing and changing?<br/>Who is in my family and where are they from?<br/>What important events have happened in our family and how do we celebrate them?<br/>How do we share our stories and memories?</p> <p>Students examine these <b>central ideas</b>:</p> <p>I belong to a family<br/>I am special and unique<br/>I am growing and changing<br/>My family has important events that we celebrate and share.</p> <p>Students gain an understanding of these <b>key concepts</b>:</p> <p>Significance<br/>Celebration<br/>Continuity and change<br/>Growth and change (Health)</p> <p>Students learn how to pose questions, find answers and record their learning in words and pictures in an inquiry journal. Students participate in a whole class presentation to share their learning.</p> | <p><b>Animal Walk About</b><br/>Science (bio) &amp; Design Technology</p> <p>Students participate in a structured inquiry . They work with their class to pose the essential question ‘What are do animals need to survive?’ and other questions such as :</p> <p>Where are animals found?<br/>What food do they eat?</p> <p>Students examine these <b>central ideas</b>:</p> <p>Living things have needs including food and water and a place to live<br/>Environments meet the needs of their users<br/>Materials can be used for different purposes</p> <p>Students gain an understanding of these <b>key concepts</b>:</p> <p>Growth and change<br/>Habitat<br/>Needs<br/>Design<br/>Make<br/>Appraise</p> <p>Students learn how to pose questions, find answers and record their learning in words and pictures in an inquiry journal. They design, create and share a home for meal worms.<br/>Students participate in a whole class presentation to share their learning.</p> | <p><b>Globe Trotter</b><br/><b>Special Places</b><br/>HASS – Geography</p> <p>Students participate in a structured inquiry about special places around the world. They work with the class to pose the essential question:<br/>What are special places. They pose and answer questions such as:<br/>Why are they special?<br/>How can we look after these places?</p> <p>Students examine these <b>central ideas</b>:</p> <p>Places can be special to people<br/>Special places need to be looked after<br/>Country and place are important to Aboriginal &amp; Torres Strait Islander people.<br/>Places can be represented in maps and models</p> <p>Students gain an understanding of these <b>key concepts</b>:</p> <p>Place<br/>Space<br/>Perspectives</p> <p>Students learn how to pose questions, find answers and record their learning in words and pictures in an inquiry journal. Students participate in a whole class presentation to share their learning.</p> | <p><b>The Circus is In Town</b><br/>Science – materials, forces, Health, Design Technology</p> <p>Students participate in a structured inquiry about the circus. They investigate the objects used in a circus and how they move. E.g. hula hoop. The investigate foods bought at a circus. In English they write a letter invitation to the circus.</p> <p>Students examine these <b>central ideas</b>:</p> <p>Objects are made of observable properties<br/>The way objects move depends on their size, shape and other factors<br/>Healthy food is good for us</p> <p>Students gain an understanding of these <b>key concepts</b>:</p> <p>Slide, roll, bounce<br/>Every day foods<br/>Sometimes foods</p> <p>Students learn how to pose questions, find answers and record their learning in words and pictures in an inquiry journal. Students participate in a whole class presentation to share their learning</p> |

|         |        | Term 1 - Unit 1  | Term 2 - Unit 2  | Term 3 - Unit 3  | Term 4 - Unit 4  |
|---------|--------|--|--|--|--|
| Inquiry | YEAR 1 | <p><b>Me Myself and I</b><br/>           HASS – History &amp; Health (n/a)<br/>           Essential question ‘What are some of the milestones in my life?’ and other questions such as :<br/>           How do they make me feel? How do they contribute to who I am?<br/>           Students examine these <b>central ideas</b>:<br/>           People grow, change and have milestones in their lives.<br/>           My strengths and achievements contribute to my identity.<br/>           Students gain an understanding of these <b>key concepts</b>:<br/>               Time, continuity and change<br/>               Milestones<br/>               Unique<br/>               Significance</p> <p><b>Unit 2 - The Olden Days</b><br/>           HASS – History<br/>           Essential question ‘What was life like in the olden days?’ and other questions such as :<br/>           How has life changed?<br/>           How has it stayed the same?<br/>           What was life like for my grandparents and my parents?<br/>           Students examine these <b>central ideas</b>:<br/>           There are differences and similarities between our daily lives now and when our parents and grandparents were children<br/>           Students gain an understanding of these <b>key concepts</b>:<br/>           Time, continuity and change</p> | <p><b>Mighty Mini-Beasts!</b><br/>           Science (bio), HASS – Geo &amp; Design Technology<br/>           Students participate in a structured inquiry about mini-beasts<br/>           They work with their class to pose the essential question ‘What are mini-beasts?’ and other questions such as :<br/>           Where are they found?<br/>           What do they need to survive?<br/>           Can I design a habitat for one?</p> <p>Students examine these <b>central ideas</b>:<br/>           Living things live in different places where their needs are met<br/>           Places can be drawn as a map<br/>           Things can be constructed using different materials and engineering principles</p> <p>Students gain an understanding of these <b>key concepts</b>:<br/>               Habitat<br/>               Needs<br/>               Growth and change<br/>               Construction<br/>               Birds eye view</p> <p>Students learn how to pose questions, find answers and record their learning in words and pictures in an inquiry journal. Students design and create a mini-beast habitat. They participate in a whole class presentation to share their learning</p> | <p><b>Look &amp; Listen</b><br/>           Science – physical<br/> <b>Questions</b>:<br/>           What is light? How does it work?<br/>           What is sound? How does it work?<br/>           What do we use light and sound for?<br/> <b>Central Ideas</b>:<br/>           Light and sound are produced by different sources and can be sensed.<br/> <b>Key Concepts</b> : Light, sound<br/>           Students learn how to pose questions, find answers and record their learning in words and pictures in an inquiry journal. Students participate in a whole class presentation to share their learning</p> | <p><b>Paddock to Plate</b><br/>           Science (bio, chem) HASS - Geo<br/>           Students participate in a controlled inquiry about how food gets to our plates.<br/>           They work with their class to pose the essential question ‘How does my food get to my plate?’ and other questions such as :<br/>           What healthy snacks can I prepare for our end of term party?<br/>           How does cooking change food?<br/>           Can we design and grow a veggie garden?<br/>           Students examine these <b>central ideas</b>: Our food is grown in a particular area and goes through a process to get to our table<br/>           Everyday materials like food can be changed in a variety of ways.<br/>           Cooking changes food<br/>           Healthy foods are usually close<br/>           In steps to where they were grown<br/>           I can grow food<br/>           Students gain an understanding of these <b>key concepts</b>:<br/>           environment and connection<br/>           place and space, sustainability<br/>           change, needs of living things<br/>           treats and snacks, garden design<br/>           Students learn how to pose questions, find answers and record their learning in words.<br/>           Students participate in a whole class presentation to share their learning.</p> |



**Unit 1 Where In The World**

HASS – Geo

**Questions:** What zones is the Earth divided into? Where is Australia?

**Central Ideas:** The Earth is divided into zones.

**Key Concepts:** geographical divisions, elements, connection  
Australia sits in a particular zone.  
People travel from different places to live in Australia.

Students learn how to pose questions, find answers and record their learning in words and pictures in an inquiry journal. They participate in presentation to share their learning.

, needs, science in every day life

**Unit 1: Special Paces**

HASS – Hist

**Questions:** 'What significant and special sites are in our local community? How are they cared for?'

**Central Ideas:** There are places in our community which are significant.

These places reveal information about the past, are named by people, have different meanings and should be preserved & can be drawn on a map.

**Key Concepts:** significance, perspective, empathy, preservation

**Unit 2: Life Cycles**

Science (bio),

Students participate in a structured inquiry about lifecycles

Essential question 'What stages do living things go through?'

**Central ideas:**

- Living things have life stages that they go through
- Living things have needs
- Living things have offspring similar to themselves
- People use science to care for living things
- 

**Key concepts:** growth and change, life cycles, stages

Students learn how to pose questions, find answers and record their learning in words and pictures in an inquiry journal. They participate in presentation to share their learning.

**Moving Right Along**

Science (physical), HASS – Hist & Design Technology

Students participate in a controlled inquiry about transport

**Essential question:** 'What are the different types of transport used by humans and what forces make them work?'

**Central ideas:**

Push or pull affects how an object moves and changes shape.  
Objects move in different ways.  
Humans move and travel in different ways.

Some things about the way we move and travel have changed and some have stayed the same over time.

The design, make, appraise process allows us to create objects which meet specific criteria.

**Key concepts:**

Time continuity  
and change  
Forces  
Engineering design principles  
Design, make, appraise

Students learn how to pose questions, find answers and record their learning in words and pictures in an inquiry journal. They design and construct a form of transport. They participate in presentation to share their learning.

**Unit 1: Rocky Road**

Science – chemical

Controlled inquiry about combining ingredients.

**Essential question** 'What happens when I add to a recipe?'

**Central ideas:**

Different materials can be combined for a particular purpose  
Healthy food are to eat every day.  
Others are treats.

**Key concepts:**

Materials , Combine ,Healthy foods ,Treats

**Unit 2: Amazing Water**

Science (Earth) Design Technology

Controlled inquiry about water.

Essential question 'How do humans use and care for water?'

**Central ideas:**

Earth has natural resources which are used in a variety of ways.  
Water is spread across the world in big and small amounts.  
These can be drawn on a map.  
Humans use water for many different things & can pollute and clean it.  
Our first people have a special connection to Country and resources.

**Key concepts:** natural resources, pollution, filter.

Students learn how to pose questions, find answers and record their learning in words and pictures in an inquiry journal.

|         |          | Term 1 - Unit 1  | Term 3 - Unit 3  | Term 4 - Unit 4  |   |
|---------|----------|--|--|--|---|
| Inquiry | YEAR 2.3 | <b>Airlie Beach Then And Now</b><br><br>HASS – History, Geography<br><br>Airlie Beach has developed over the years. Some things have changed and others have stayed the same. The changes are made by people for different reasons. There are lots of different buildings and places in Airlie Beach.<br><br>Yr 2 – Airlie Beach is a place. There are some special places in Airlie Beach. One of these is the cenotaph. This tells us about the sacrifice of people in the past.<br><br>We are connected to Airlie Beach because we live near it and go there to do things.<br><br>Yr 3 – The cenotaph in Airlie Beach is the place where we can commemorate Anzac Day. People listed on the cenotaph died in war to keep our country free. This is how they contributed to our country<br><br>Other groups who contributed to Airlie Beach? – council, Rotary / Lions?<br><br>Indigenous perspectives | <b>Natural Resources</b><br><br>SCIENCE (Earth & Space) , HASS – Geo, <b>DES &amp; TECH</b><br><br>Natural resources exist freely in our natural environment and are not made by man. They include water (seas and fresh water), land, soils, rocks, forests (vegetation), animals (including fish), fossil fuels and minerals. They are the basis of life on earth.<br><br>We have a lot of different uses for natural resources like water and sunlight.<br><br>Humans have a responsibility to care for the natural resources on our Earth.<br><br>Y2 – Water can be cleaned.<br><br>Y3 - Earth's rotation on its axis causes night and day<br><br>Climates are caused by this rotation and closeness to the sun. | <b>Save The Turtles</b><br><br>SCIENCE (Bio) (Hum End) , HASS – GEO, CIV & CIT<br><br>Turtle are an important ocean species found in different parts of the world.<br><br>We can track their migration using a map.<br><br>Some of them are threatened by the things that humans do.<br><br>We have a responsibility to care for our wildlife, including turtles.<br><br>Y2 – Turtles have a life cycle<br><br>Y3 - Turtles have special features. There are laws which help us to keep animals like turtles safe. | <b>Class Café</b><br><br>SCIENCE (Chem, phys Y2), Health, <b>DES &amp; TECH</b> (Food technology)<br><br>Cooking involves combining, heating and cooling ingredients. This changes their state .<br><br>Y2 - The utensils we use to prepare food use push and pull forces<br><br>Y3 - Heat can be produced in many ways and can travel from one object to another.<br><br>Some foods are healthy to eat every day. There are others that we should only eat in small amounts.<br><br>A menu lists what meals are available in a café and sometimes the ingredients in them. |



|         |        | Term 1 - Unit 1   | Term 2 - Unit 2   | Term 3 - Unit 3   | Term 4- Unit 4   |
|---------|--------|---|---|---|--|
| Inquiry | YEAR 3 | <p><b>Night &amp; Day</b><br/>           Science - Earth, HASS – Geo, DesTech<br/>           Students participate in a controlled inquiry about night and day.<br/>           They pose the essential question ‘What makes night and day?’<br/>           Students examine these <b>central ideas</b>: Earth’s rotation on its axis causes night and day<br/>           Climates are caused by this rotation and closeness to the sun</p> <p>Students gain an understanding of these <b>key concepts</b>:<br/>           Rotation<br/>           Axis<br/>           Climate<br/>           Materials (for construction)</p> <p>Students learn how to pose questions, find answers and record their learning in words and pictures in an inquiry journal. They design a model of day and night and participate in presentation to share their learning.</p> | <p><b>Amazing Anzacs</b><br/>           HASS – Hist,<br/>           Students participate in a controlled inquiry about the Anzacs.<br/>           They pose the essential question ‘Who were the Anzacs and why do they matter?’<br/>           Students examine these <b>central ideas</b>: Throughout history countries have fought against each other in wars.<br/>           People may develop resilience and mateship during difficult times.<br/>           People may become known through history due to their bravery.<br/>           I can have the Anzac spirit.</p> <p>Students gain an understanding of these <b>key concepts</b>: Significance<br/>           Time, continuity and change<br/>           Mateship<br/>           Resilience<br/>           Peace and war time<br/>           Perspective</p> <p>Students learn how to pose questions, find answers and record their learning in words and pictures in an inquiry journal. They participate in presentation to share their learning</p> | <p><b>We Dream of Daydream</b><br/>           Science - bio, HASS – Geo, Hist, DesTech<br/>           Students participate in a controlled inquiry about Daydream Island.<br/>           They pose the essential question ‘What can I find out about Daydream Island’<br/>           Students examine these <b>central ideas</b>: Our local area has a number of geographical features including islands.<br/>           People have connection and an impact on their local area.<br/>           Some things in the local community change and some stay the same.<br/>           Animals in our local area can be categorised according to their observable features.</p> <p>Students gain an understanding of these <b>key concepts</b>: Time, continuity and change<br/>           Geographical features<br/>           Connection<br/>           Animal features<br/>           Living and non-living</p> <p>Students learn how to pose questions, find answers and record their learning in words and pictures in an inquiry journal. They participate in presentation to share their learning.</p> | <p><b>Masterchef</b><br/>           Science - Chem, DesTech<br/>           Students participate in a controlled inquiry about the changes caused by cooking.<br/>           They pose the essential question ‘What happens to food when we cook it?’<br/>           Students examine these <b>central ideas</b>: A change of state between solid and liquid can be caused by adding and removing heat.<br/>           Heat can be produced in many ways and transferred from one object to another.<br/>           Experiments involve fair testing<br/>           Food can be enjoyed as part of special celebrations.<br/>           Some foods are healthy and others are treats<br/>           Students gain an understanding of these <b>key concepts</b>: Liquids and solids<br/>           Heat transfer<br/>           Health food<br/>           Snacks and treats<br/>           Special celebrations<br/>           Fair testing<br/>           Students learn how to pose questions, find answers and record their learning in words and pictures in an inquiry journal.<br/>           They design a model of day and night and participate in presentation to share their learning</p> |

|         |        | Term 1 - Unit 1   | Term 2 - Unit 2  | Term 3 - Unit 3  | Term 4 - Unit 4  |
|---------|--------|---|--|--|--|
| Inquiry | YEAR 4 | <p><b>The Great Great Barrier Reef</b><br/>Science – Bio Has – Geo</p> <p>Students participate in a guided inquiry about the Great Barrier Reef.</p> <p>They pose the <b>essential question</b> ‘What can I find out about the Great Barrier Reef’ – where is it, what lives there and what lifecycles do these creatures have, how are they connected, how do we impact it and how can this be minimised.</p> <p>Students gain an understanding of these <b>key concepts and their central ideas</b>:</p> <ul style="list-style-type: none"> <li>Lifecycle</li> <li>Symbiosis</li> <li>Connection</li> <li>Location</li> <li>Mapping</li> <li>Ecosystems</li> <li>Responsibility – environmental footprint</li> <li>Impact</li> </ul> <p>Students learn how to pose questions, find answers and record their learning in an inquiry journal. They participate in a presentation to share their learning.</p> | <p><b>Unit 1 When The Tall Ships Came</b> HASS – Geo, (Health)</p> <p>Students participate in a guided inquiry about the arrival of Europeans to Australia.</p> <p>They pose the <b>essential question</b> ‘What happened when Europeans arrived in Australia?’</p> <p>Students examine <b>central Ideas</b> around Australia’s first people, their connection to country, creation of self identity, and the effect of contact between European and indigenous people groups.</p> <p>Students gain an understanding of these <b>key concepts</b>: Time, continuity change, colonisation, impact, lifestyle, significance, perspective, identity</p> <p><b>Unit 2 Nutty Professor</b></p> <p>Science – Physical</p> <p>Essential question “What happens if”</p> <p><b>Central Ideas and Key concepts</b> – hypothesis, fair testing, safe experimentation, observation, data conclusions.</p> <p>Forces</p> <p>Students learn how to pose questions, find answers and record their learning in words and pictures in an inquiry journal. They participate in presentation to share their learning.</p> | <p><b>Unit 1 - Slip Sliding Away</b><br/>Science – Earth, physical</p> <p>Students participate in a guided inquiry about the movement of the Earth’s surface.</p> <p>They pose the <b>essential question</b> ‘Does the Earth change and move over time?’</p> <p>Students examine these <b>central ideas</b>: Earth’s surface changes over time as a result of natural processes and human activity</p> <p>Students gain an understanding of these <b>key concepts</b>: weathering, erosion</p> <p><b>Unit 2 The Big Wide World</b><br/>HASS – Geo, Hist</p> <p>Students participate in a guided inquiry about exploration</p> <p>They pose the essential question ‘Why do people explore?’</p> <p>Students examine these <b>central ideas</b>: Throughout History humans have explored the world for a number of reasons. This had impact.</p> <p>The Earth has continents with characteristics and within them countries. It has oceans and seas.</p> <p>The Earth is divided into zones and special lines of longitude and latitude.</p> <p>Students gain an understanding of these <b>key concepts</b>: Impact exploration, time, continuity &amp; change</p> <p>Students learn how to pose questions, find answers and record their learning in words and pictures in an inquiry journal. They design a model of day and night and participate in presentation to share their learning</p> | <p><b>Waste Not Want Not</b><br/>Science - chem, HASS – Civ &amp; Cit, DesTech</p> <p>Students participate in a guided inquiry about waste and pollution.</p> <p>They pose the <b>essential question</b> ‘What waste is produced in our community and how can it be managed and reduced?’</p> <p>Students examine these <b>central ideas</b>: Natural and processed materials have range of properties that can influence their use.</p> <p>The way use materials can impact our environment.</p> <p>Prevention and management of waste is important for our future.</p> <p>There are different perspectives about how to manage waste.</p> <p>Our local government makes decisions on behalf of the community.</p> <p>Laws and rules are important in society.</p> <p>The way we manage waste can affect our health and well-being.</p> <p>A campaign or action plan can be design to solve a problem</p> <p>Students gain an understanding of these <b>key concepts</b>: waste, sustainability, government, laws, rules, campaign, action, pollution, reduce, reuse, recycle.</p> <p>Students learn how to pose questions, find answers and record their learning in an inquiry journal.</p> <p>They prepare and action campaign and articipate in a presentation to share their learning.</p> |

|         |        | Term 1 - Unit 1   | Term 2 - Unit 2  | Term 3 - Unit 3   | Term 4 - Unit 4   |
|---------|--------|---|--|---|---|
| Inquiry | YEAR 5 | <p><b>Unit 1 Eureka!</b><br/>HASS – Hist, Civ &amp; Cit<br/>Students participate in a guided inquiry about the Eureka Stockade. Students pose <b>questions</b> such as ‘What was the Eureka Stockade?’ ‘What part did aboriginal and Torres Strait Islander people play?’ and ‘How did it shape our country?’<br/>They examine <b>central ideas</b> and <b>key concepts</b> around Australia’s early history, time, continuity and change, democracy, laws and rules, colony development in 17 &amp; 1800s, migration, significant people of the time, the part played by our first people groups.</p> <p><b>Unit 2 Amazing Aussie Animals</b><br/>Science – Bio<br/>Students participate in a guided inquiry about Australian animals. They pose questions such as ‘What animals did European settlers discover in Australia?’ and ‘How have these animals adapted to their environment?’<br/>Students examine <b>central ideas</b> and <b>key concepts</b> around adaptation and structural features.<br/>Students learn how to pose questions and find and record answers. They conduct experiments and participate in a presentation to share their learning.</p> | <p><b>Unit 1 What Is Out There?</b><br/>Science – (Earth) &amp; Des Tech<br/>Students participate in a guided inquiry about the solar system. Students pose <b>questions</b> such as ‘What is out there in the solar system?’, ‘Could we live on another planet?’ and ‘What can I design to share my learning?’<br/>Students examine <b>central ideas</b> and <b>key concepts</b> around the solar system, planets, orbit star – Sun, globe, design processes.</p> <p><b>Unit 2 Home Sweet Home</b><br/>HASS - Geo<br/>Students participate in a guided inquiry about where we live. Students pose <b>questions</b> such as ‘Why do we live where we do?’ and ‘How is the globe divided up?’<br/><br/>Students examine <b>central ideas</b> and <b>key concepts</b> around longitude, latitude, map elements, continents, countries, oceans, design materials and steps.<br/><br/>Students learn how to pose questions and find and record answers. They create a solar model and participate in a presentation to share their learning.</p> | <p><b>Unit 1 Light It Up!</b><br/>Science – Physical<br/>Students participate in a guided inquiry about light. Students pose <b>questions</b> such as ‘What is light and how do we use it?’<br/>Students examine <b>central ideas</b> and <b>key concepts</b> around light, reflection, refraction, fair testing, safe equipment use, impact of scientific developments</p> <p><b>Unit 2 Market Stall Challenge</b><br/>HASS – Bus &amp; Ec. Des Tech<br/>Students participate in a guided inquiry in which they research, design, develop, advertise and sell a product to solve a problem. They examine <b>central ideas</b> and <b>key concepts</b> around target groups, product design and development, ethical considerations, marketing, budgeting<br/><br/>Students learn how to pose questions and find and record answers. They complete experiments and participate in a presentation to share their learning.</p> | <p><b>Unit 1 Take The Lead</b><br/>HASS – Civ&amp; Cit<br/>Students participate in a guided inquiry about leadership. They pose <b>questions</b> such as ‘What makes a good leader?’<br/>Students examine <b>central ideas</b> and <b>key concepts</b> around leadership, government – levels and responsibilities, community, personal development and goal setting.</p> <p><b>Unit 2 Matter Matters</b><br/>Science – chem<br/>Students participate in a guided inquiry about viscosity. Students pose <b>questions</b> such as ‘What is viscosity?’ and ‘How do solids, liquids and gases behave?’<br/><br/>Students examine <b>central ideas</b> and <b>key concepts</b> around solids, liquids, gases, fair testing, hypothesis and prediction, observation, conclusion, viscosity.<br/>Students learn how to pose questions and find and record answers. They complete experiments and participate in a presentation to share their learning.</p> |

|         |        | Unit 1   | Unit 2  | Unit 3   | Unit 4  |
|---------|--------|--|---|--|---|
| Inquiry | YEAR 6 | <p><b>Natural Disasters</b><br/>           Science – Earth, HASS – Geo, Health<br/>           Students participate in a guided inquiry about natural disasters. They pose <b>questions</b> such as ‘What are natural disasters and how do they impact the Earth and living things?’<br/>           Students examine <b>central ideas</b>:<br/>           Natural disaster occur throughout the world.<br/>           Sudden geological changes and extreme weather events can affect Earth’s surface.<br/>           Countries are connected and help each other throughout natural disasters.<br/>           Scientific knowledge can help to prevent loss of life and property and solve problems caused by natural disasters.<br/>           They develop an understanding of <b>key concepts</b>: Natural disaster – earthquake, cyclone/hurricane, flood, bushfire, tsunami, volcanic eruption<br/>           Geological changes<br/>           Extreme weather events<br/>           Connection between countries<br/>           Students learn how to pose questions and find and record answers. They participate in a presentation to share their learning.</p> | <p><b>Unit 1 CSS Parliament</b><br/>           HASS – Hist, Civ &amp; Cit<br/>           Students participate in a guided inquiry about government. They pose questions such as ‘How does Australia’s government work?’<br/>           Students examine <b>central ideas</b> around levels and types of government and treatment of indigenous peoples. They develop an understanding of key concepts such as time, continuity and change, democracy, Westminster system, federation, constitution, laws, discrimination, perspective, campaign, platform, election.</p> <p><b>Unit 2 Bright Sparks</b><br/>           Science – phys<br/>           Students participate in a guided inquiry about electricity. They pose questions such as ‘What is electricity, how does it work and how do we use it?’<br/>           Students examine central ideas around sources of electrical energy, fair testing and experiment processes, safe use of equipment, the design process.<br/>           Students gain an understanding of key concepts such as electricity, circuit, switch, generate, transform, transfer.<br/>           Students learn how to pose questions and find and record answers. They conduct experiments and participate in a presentation to share their learning.</p> | <p><b>Children’s Rights</b><br/>           HASS – Geo, Hist Design Technology<br/>           Students participate in a guided inquiry about children’s rights. They pose questions such as ‘What rights do children have and how are they treated throughout the world?’<br/>           Students examine <b>central ideas</b>:<br/>           Children have rights.<br/>           These rights have changed over time.<br/>           These are protected by governments, organisations &amp; significant agreements &amp; documents.<br/>           Not all countries afford children the rights they deserve.<br/>           Children are vulnerable and are affected by the economy, laws, values and events taking place around them.<br/>           People sometimes move to another country or place to give their children a better life.<br/>           Students gain an understanding of <b>key concepts</b>: Children’s rights, global, citizenship, significant documents and organisations regarding children’s rights, cultures, customs, values, perspective, issues facing children around the world<br/>           Migration &amp; contribution<br/>           Students gain an understanding of key concepts such as electricity, circuit, switch, generate, transform, transfer.<br/>           Students learn how to pose questions and find and record answers. They participate in a presentation to share their learning.</p> | <p><b>The Science of Food</b><br/>           Science - chem, Des Tech, Health<br/>           Students participate in a guided inquiry about micro-organisms and the preservation of food.<br/>           Students pose questions such as ‘What actions are taken to preserve food?’ and ‘What causes decomposition?’<br/>           They examine <b>central ideas</b> and <b>key concepts</b> around: fair testing, experiment processes, safe use of equipment, reversible and irreversible changes, micro-organisms, decomposition, heating and cooling insulation, design processes, scientific knowledge helps us to solve problems.<br/>           Students learn how to pose questions and find and record answers. They conduct experiments and participate in a presentation to share their learning.</p> |

|                    |           | SEMESTER 1   |  | SEMESTER 2   |   |
|--------------------|-----------|--|--|--|---|
| Digital Technology | Year Prep | <p><b>Unit 1</b><br/><b>Help Bee Bot Find its Way Around Town</b></p> <p><b>Students create an algorithm which directs their Bee Bot along a path.</b></p> <p>This unit requires students to:</p> <ul style="list-style-type: none"> <li>• Work safely with digital devices &amp; understand cybersafety requirements.</li> <li>• Create and test digital algorithms</li> <li>• Understand &amp; use the language of directionality</li> <li>• Think critically and creatively to design solutions to problems</li> <li>• Work successfully in groups</li> </ul> | <p><b>Unit 1</b><br/><b>Help Blue Bot Find its Way Around Town</b></p> <p><b>Students create an algorithm which directs their Blue Bot along a path.</b></p> <p>This unit requires students to:</p> <ul style="list-style-type: none"> <li>• Work safely with digital devices &amp; understand cybersafety requirements.</li> <li>• Create and test digital algorithms</li> <li>• Understand &amp; use the language of directionality</li> <li>• Think critically and creatively to design solutions to problems</li> <li>• Work successfully in groups</li> </ul> | <p><b>Unit 3</b><br/><b>Playgrounds</b></p> <p>This unit requires students to:</p> <ul style="list-style-type: none"> <li>• Work safely with digital devices and understand cybersafety requirements.</li> <li>• Create a map of the playground</li> <li>• Find their way around the playgrounds</li> <li>• Operate within the Seesaw platform</li> <li>• Work successfully in groups</li> </ul> | <p><b>Unit 4</b><br/><b>Kid Pix</b></p> <p>This unit requires students to:</p> <ul style="list-style-type: none"> <li>• Work safely with digital devices and understand cybersafety requirements.</li> <li>• Use Kid pix applications</li> <li>• Work successfully in groups</li> </ul> |

|                    |        | SEMESTER 1  |  | SEMESTER 2   |  |
|--------------------|--------|---|--|--|--|
| Digital Technology | Year 1 | <p><b>Unit 1: Coding Blue Bots using blue tooth</b></p> <p>Students code a Blue Bot .</p> <p>This unit requires students to:</p> <ul style="list-style-type: none"> <li>• Work safely with a device</li> <li>• Identify hard and software</li> <li>• Code a Blue Bot using blue tooth</li> <li>• Work cooperatively in a group</li> </ul> |  | <p><b>UNIT 2 : CODING</b></p> <p>Power Point</p> <p>This unit requires students to:</p> <ul style="list-style-type: none"> <li>• Work safely with the Power Point software</li> <li>• Create slides</li> <li>• Add features such as clip art, fonts and background</li> <li>• Save their work</li> </ul> |  |

|                    |        | SEMESTER 1   | SEMESTER 2   |
|--------------------|--------|--|--|
| Digital Technology | Year 2 | <p><b>UNIT 1 : CODING – SCRATCH JUNIOR STORY NARRATION</b></p> <p>Where In The World Is Scratch Cat?</p> <p>Students will demonstrate the use of basic coding to create a narrative story using Scratch Jnr on an iPad</p> <p>This unit requires students to:</p> <ul style="list-style-type: none"> <li>• Use the internet safely</li> <li>• Identify parts of digital systems</li> <li>• Work safely and ethically with digital software and devices</li> <li>• Use and develop knowledge of algorithms, directional language coding and Scratch Jnr.</li> </ul> | <p><b>SEMESTER 2</b></p> <p><b>UNIT 2: DATA COLLECTION &amp; DISPLAY</b></p> <p>Graphing using Excel</p> <p>Students collect data from an experiment with the push pull vehicles made in their Inquiry Unit : Movin’ Right Along – Transport</p> <p>They collate and present this data by creating a graph in Microsoft Excel.</p> |

|                    |          | SEMESTER 1   | SEMESTER 2  |
|--------------------|----------|--|---|
| Digital Technology | Year 2.3 | <p><b>UNIT 1 : CODING – MINE CRAFT</b></p> <p>Students develop their coding skills through program Minecraft</p> <p>This unit requires students to:</p> <ul style="list-style-type: none"> <li>• Work safely and ethically with digital software and devices</li> <li>• Use and develop knowledge of algorithms, directional language coding and Minecraft.</li> </ul> | <p><b>. UNIT 2 : DATA COLLECTION – MINE CRAFT</b></p> <p>Students collect and present data.</p> <p>This unit requires students to:</p> <ul style="list-style-type: none"> <li>• Use the internet safely</li> <li>• Work safely and ethically with digital software and devices</li> <li>• Use and develop knowledge of data collection and display</li> </ul> |

|                    |        | SEMESTER 1   | SEMESTER 2  |
|--------------------|--------|--|---|
| Digital Technology | Year 3 | <b>UNIT 1: CODING &amp; DIGITAL SYSTEMS</b> <ul style="list-style-type: none"> <li>• Cybersafety</li> <li>• Interactive maze game using Scratch</li> <li>• ICT skills throughout</li> <li>• Students develop a game to save the shark</li> </ul> | <b>UNIT 2: DATA COLLECTION &amp; DISPLAY</b><br>Data collection – favourite foods & menu creation<br><br>Students survey and graph favourite foods from the tuckshop menu |

|                    |        | SEMESTER 1  | SEMESTER 2  |
|--------------------|--------|---|---|
| Digital Technology | Year 4 | <b>SEMESTER 1 – CODING</b><br><br><b>DIGITAL PROGRAM OF OZOBOTS – CATCH THE POKEMON</b><br><br>Students create the narration of a story using colour codes to program an Ozobot.<br><br>This unit requires students to:<br><br>Work safely with digital devices & understand cybersafety requirements.<br>Create and test digital algorithms<br>Understand & use the language of directionality<br>Think critically and creatively to design solutions to problems<br>Work successfully in groups/pairs | <b>SEMESTER 2 – DATA COLLECTION &amp; DISPLAY</b><br><br><b>GRAPHING USING EXCELS – M &amp; M INVESTIGATION</b><br><br>Students gather data and present it using Excel.<br><br>This unit requires students to:<br><br><ul style="list-style-type: none"> <li>• Work safely with digital devices and software</li> <li>• Gather data through survey</li> <li>• Use Excel software to create graphs</li> <li>• Work effectively in a small and large group situation</li> </ul> |

| SEMESTER 1         |          | SEMESTER 2   |
|--------------------|----------|--|
| Digital Technology | Year 4.5 | <p><b>SEMESTER 1 – CODING</b></p> <p><b>EV</b> Students investigate the functionality of EV products</p> <p>This unit requires students to:</p> <p>Work safely with digital devices &amp; understand cybersafety requirements.<br/>           Create and test digital algorithms<br/>           Understand &amp; use the language of directionality<br/>           Think critically and creatively to design solutions to problems<br/>           Work successfully in groups/pairs</p>  |
|                    |          | <p><b>SEMESTER 2 – DATA COLLECTION &amp; DISPLAY</b></p> <p><b>GRAPHING USING EXCELS – SOLAR INVESTIGATION</b></p> <p>Students gather data and present it using Excel.<br/>           This unit requires students to:</p> <ul style="list-style-type: none"> <li>• Work safely with digital devices and software</li> <li>• Work with solar powered cars and robots</li> <li>• Gather data through survey</li> <li>• Use Excel software to create graphs</li> <li>• Work effectively in a small and large group situation</li> </ul> |

| SEMESTER 1         |        | SEMESTER 2  |
|--------------------|--------|---|
| Digital Technology | Year 5 | <p><b><u>UNIT 1 CODING and DIGITAL SYSTEMS with Minecraft</u></b></p> <p>UNIT 1 : CODING – MINE CRAFT</p> <p>Students develop their coding skills through program Minecraft<br/>           This unit requires students to:</p> <ul style="list-style-type: none"> <li>• Work safely and ethically with digital software and devices</li> <li>• Use and develop knowledge of algorithms, directional language coding and Minecraft.</li> </ul> |
|                    |        | <p><b><u>Unit 2 DESIGN CHALLENGE</u></b></p> <p>Students complete a design challenge using microbits to create a self watering plant.<br/>           This unit requires students to:</p> <ul style="list-style-type: none"> <li>• Work safely with microbits hard ware and software</li> <li>• Code microbits to create a self watering system</li> <li>• Gather and present data</li> <li>• Work effectively in groups</li> </ul>            |

| SEMESTER 1         |        | SEMESTER 2  |
|--------------------|--------|---|
| Digital Technology | Year 6 | <p><b>CODING &amp; DIGITAL SYSTEMS</b></p> <p><b>Programming Spheros</b></p> <p>Students explore the function, commands, processes and systems related to programming sphero robots.</p>  |
|                    |        | <p><b>DATA &amp; DIGITAL SYSTEMS</b></p> <p><b>Graphing using Excel</b></p> <p>This unit requires students to:</p> <ul style="list-style-type: none"> <li>• Collect data using Spheros</li> <li>• Analyse the data</li> <li>• Record data in an Excel table</li> <li>• Convert this into a graph and other data displays</li> <li>• Participate in advanced robotics challenges</li> </ul> <p>Students demonstrate their learning by creating an assessment folio of the above pieces</p> |



**We are Not All The Same!  
Health**

Students identify how they grow and change as they age. They consider how they develop to be able to do more things independently. Students complete a worksheet and participate in groups sharing of this learning.

Students identify and describe the different emotions people experience.

**PE**

**Games for fundamental motor skills**

Run, jump, throw, catch bounce

Students identify different settings where they can be active and how to move and play safely. They describe how their body responds to movement. Students use personal and social skills to include others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.

**You Can Do It**

**Health**

Students participate in the You Can Do It program. They meet the characters of the program and develop social skills to be good friends. Students are given a problem to help a You Can Do It character with. They think about and share how they might help the character to solve the problem.

**PE**

**Athletics**

Run, jump, throw

Students identify different settings where they can be active and how to move and play safely. They describe how their body responds to movement. Students use personal and social skills to include others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.

**Safety Poster**

**Health**

Students investigate healthy eating choices from the school tuckshop menu.

**PE**

**Group Games**

Students identify different settings where they can be active and how to move and play safely. They describe how their body responds to movement. Students use personal and social skills to include others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.

**You Are What You Eat!  
Health**

**Healthy Lunch box**  
Students create a healthy lunch box picture and explain why it is healthy.

**Life Education Unit**

Students attend the Life education van

**PE**

**Swimming**

water safety and awareness

Students identify different settings where they can be active and how to move and play safely. They describe how their body responds to movement. Students use personal and social skills to include others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.

|        |        | Unit 1  | Unit 2   |
|--------|--------|---|--|
| Health | YEAR 1 | <p><b>ME, MYSELF &amp; I</b></p> <p>Students participate in the You Can Do It program They meet the characters of the program and develop social skills to be good friends. Students also investigate how they have grown and changed over time. They create a timeline to show personal achievements and milestones. They set goals for the future</p> | <p><b>PADDOCK TO PLATE</b></p> <p>As part of their Inquiry unit students investigate the steps which take place for food to go from the paddock to their plate. They create a flow chart to demonstrate their learning.</p> <p>Students visit the Life Education van</p> |

|        |        | Unit 1   | Unit 2  |
|--------|--------|--|---|
| Health | YEAR 2 | <p><b>HEALTHY TOOLBOX</b></p> <p>Students investigate the personal tools of:<br/>Identity<br/>Self esteem<br/>Self regulation.<br/>They create 'tools' – cardboard cut outs - to act as graphic organisers when remembering each of the skills they have learned. They create a tool box to place these in.<br/>To demonstrate their learning, students take a tool from the box and explain how it would be used and why it is important.</p> | <p><b>COMPOSTING GROUP PROJECT</b></p> <p>Students participate in a group project where they learn what compost is, how to correctly compost, how it can be used and why it is important for the environment.<br/>They learn how composting is part of looking after our Earth.</p> <p>Students visit the Life Education van.</p> |

|        |          | UNIT 1   | Unit 2  |
|--------|----------|--|---|
| Health | YEAR 2/3 | <p><b>HEALTHY TOOLBOX</b></p> <p>Students investigate the personal tools of:<br/>Identity<br/>Self esteem<br/>Self regulation.<br/>They create 'tools' – cardboard cut outs - to act as graphic organisers when remembering each of the skills they have learned. They create a tool box to place these in.<br/>To demonstrate their learning, students take a tool from the box and explain how it would be used and why it is important.</p> | <p><b>COMPOSTING GROUP PROJECT</b></p> <p>Students participate in a group project where they learn what compost is, how to correctly compost, how it can be used and why it is important for the environment.<br/>They learn how composting is part of looking after our Earth.</p> <p>Students visit the Life Education van.</p> |

|        |        | Unit 1   | Unit 2   |
|--------|--------|--|--|
| Health | YEAR 3 | <b>HEALTHY TOOLBOX</b><br>Students investigate the personal tools of:<br>Conflict resolution<br>Friendship<br>Decision Making<br>They create 'tools' – cardboard cut outs - to act as graphic organisers when remembering each of the skills they have learned. They create a tool box to place these in.<br>To demonstrate their learning, students take a tool from the box and explain how it would be used and why it is important. They prepare a report to share their learning. | <b>KITCHEN GARDEN</b><br>Students participate in a group project where they develop a Stephanie Alexander kitchen garden.<br>They investigate the growing of healthy food, preparation of meals and sharing of them together.<br>Students further develop their ability to participate in group projects and employ the social skills required to do so effectively.<br>They prepare a diary / report /poster to share their learning.<br><br>Students visit the Life Education van. |

|        |        | UNIT 1  | UNIT 2  |
|--------|--------|---|---|
| Health | YEAR 4 | <b>BUSH TUCKER GARDEN</b><br>Students participate in a group project where they plant, tend and harvest a bush tucker garden.<br>They further develop their understanding of how foods are produced and how the native species can produce food.<br>They investigate indigenous perspectives through this process.<br>Students further develop their ability to work effectively within a group and to be resilient when resolving conflict and problem solving. They prepare a report to share their learning. | <b>COMPOSTING GROUP PROJECT</b><br>Students participate in a group project where they learn what compost is, how to correctly compost, how it can be used and why it is important for the environment.<br>They learn how composting is part of looking after our Earth.<br>They prepare a diary / report /poster to share their learning.<br><br>Students visit the Life Education van. |

|        |          | UNIT 1  | UNIT 2  |
|--------|----------|---|---|
| Health | YEAR 4.5 | <b>BUSH TUCKER GARDEN</b><br>Students participate in a group project where they plant, tend and harvest a bush tucker garden.<br>They further develop their understanding of how foods are produced and how the native species can produce food.<br>They investigate indigenous perspectives through this process.<br>Students further develop their ability to work effectively within a group and to be resilient when resolving conflict and problem solving. They prepare a report to share their learning. | <b>COMPOSTING GROUP PROJECT</b><br>Students participate in a group project where they learn what compost is, how to correctly compost, how it can be used and why it is important for the environment.<br>They learn how composting is part of looking after our Earth.<br>They prepare a diary / report /poster to share their learning.<br><br>Students visit the Life Education van. |

|        |              | UNIT 1  | UNIT 2  |
|--------|--------------|---|---|
| Health | YEAR 5 & 5.6 | <p><b>DANIEL MORCOMBE CHILD SAFETY</b></p> <p>Students complete the Daniel Morcombe Safety unit during which they learn how to recognize, react and report when they are feeling unsafe. They consider exit strategies from unsafe situations.</p> <p><b>Life Education – Talk About It program</b></p> <p>During Year 5&amp; 6 students complete the Talk About It program delivered through Life Education.<br/> <b>In</b> this program students examine the concepts of self-identity, physical and sexual development, puberty and peer pressure.</p> | <p><b>KITCHEN GARDEN</b></p> <p>Students participate in a group project where they develop a Stephanie Alexander kitchen garden.<br/> They investigate the growing of healthy food, preparation of meals and sharing of them together.<br/> Students further develop their ability to participate in group projects and employ the social skills required to do so effectively.<br/> They consider how they can reduce their carbon footprint<br/> They prepare a diary / report /poster to share their learning.</p> <p>Students visit the Life Education van.</p> |

|        |        | Unit 1   | UNIT 2  |
|--------|--------|--|---|
| Health | YEAR 6 | <p><b>TRANSITION</b></p> <p>Cybersafety and preparation for high school</p> <p>Students investigate the skills and behaviours needed for success in high school and in the digital world.<br/> They consider cybersafety, friendships, organisational and time management skills and the changes expected during this transition period.<br/> They write and perform a role play to demonstrate their learning.</p> <p><b>Life Education – Talk About It program</b></p> <p>During Year 5&amp; 6 students complete the Talk About It program delivered through Life Education.<br/> <b>In</b> this program students examine the concepts of self-identity, physical and sexual development, puberty and peer pressure.</p> | <p><b>HEALTHY EATS &amp; FOOD ADVERTISING</b></p> <p>Students participate in the Life Education Healthy Eats program during which they research healthy eating and food preparation.</p> <p>They also investigate food advertising including the strategies used to target an audience.</p> |

|     |           | Unit 1   | Unit 2   | Unit 3  | Unit 4   |
|-----|-----------|--|--|---|--|
| HPE | YEAR PREP | <p><b>FUNDAMENTAL MOVEMENT SKILLS</b></p> <p>In this unit students participate in a variety of games and activities which develop fundamental movements skills such as running, jumping, skipping, hopping, catching and throwing.</p> <p>An introduction to swimming is completed in the final weeks of the term allowing students to develop water safety skills such as preparation to swim, entry into and out of the pool and basic water safety movements.</p> | <p><b>ATHLETICS</b></p> <p><b>In this unit students:</b> examine and apply rules that keep them safe during physical activity. They will develop the fundamental movement skills needed for participation in the school athletics carnival..</p> <p><b>This unit requires students to:</b> Apply fundamental movement to solve movement challenges.</p> <p><b>Students demonstrate their learning of the skills of:</b></p> <ul style="list-style-type: none"> <li>• Running</li> <li>• Jumping</li> <li>• Catching</li> <li>• Throwing</li> <li>• Team work</li> <li>• Sportsmanship</li> </ul> <p>In class and through participation in the school athletics carnival.</p> | <p><b>GROUP GAMES</b></p> <p><b>In this unit students:</b> develop dribbling, kicking, catching, throwing and team skills.</p> <p><b>This unit requires students to:</b> perform fundamental movement skills and solve movement challenges.</p> <p><b>Students demonstrate their learning by:</b> physical demonstration of dribbling, kicking and kick passing</p> <p><b>PLAYING WITH BALLS</b></p> <p><b>In this unit students:</b>develop the object-control skills of rolling, catching, bouncing, throwing and kicking through active participation in activities, games and movement challenges. They will use personal and social skills to follow rules and cooperate with others.</p> <p><b>This unit requires students to:</b> Perform fundamental movement skills and solve movement challenges.</p> <p><b>Students demonstrate their learning by</b> physical demonstration of rolling, catching, bouncing and kicking.</p> | <p><b>WATER AWARENESS</b></p> <p><b>In this unit students:</b> complete a series of swimming and water awareness activities.</p> <p><b>This unit requires students to:</b> demonstrate skills learnt through physical demonstration.</p> <p><b>Students demonstrate their learning by:</b> performing physical demonstration of</p> <ul style="list-style-type: none"> <li>• Perform a slide in entry and exit using the edge</li> <li>• Jump into the deep water and return to the edge</li> <li>• Move from a back float to a front float and to a back float again.</li> <li>• Demonstrate breathing to the side in a horizontal position (kickboard optional)</li> <li>• Swim 5 metres freestyle with no coordinated breathing and swim 5 metres backstroke with ears in the water</li> <li>• Move through the water for 30 seconds while holding a floatation aid and kick to safety</li> <li>• Submerge and swim through an obstacle</li> <li>• Answer questions on simple rules for personal water safety at home and at the pool.</li> </ul> |

|     |        | Unit 1   | Unit 2   | Unit 3  | Unit 4  |
|-----|--------|--|--|---|---|
| HPE | YEAR 1 | <p><b>FUNDAMENTAL MOVEMENT SKILLS</b></p> <p>In this unit students participate in a variety of games and activities which develop fundamental movements skills such as running, jumping, skipping, hopping, catching and throwing.</p> | <p><b>ATHLETICS</b></p> <p>In this unit students participate in a variety of athletics skills and games.</p> <p>They learn skills associated with running, jumping and ball games. They develop the skills of following instructions, good sportsmanship – encouraging others, sharing equipment and team work.</p> <p>At the end of the term they participate in the whole school inter-house athletics carnival.</p> | <p><b>ACTIVE GAMES</b></p> <p><b>Running, Dodging &amp; Tagging.</b></p> <p>In this unit students participate in a variety of active games which require them to:</p> <ul style="list-style-type: none"> <li>• Run</li> <li>• Dodge</li> <li>• Tag</li> <li>• Follow instructions</li> <li>• Play by the rules</li> <li>• Employ sportsmanship &amp; fair play</li> <li>• Play safely</li> <li>• Develop game tactics</li> </ul> <p>Students demonstrate their learning through physical demonstration of each game played.</p> | <p><b>SWIMMING AND LIFESAVING</b></p> <p><b>In this unit students:</b> complete a series of swimming/lifesaving activities.</p> <p><b>This unit requires students to:</b> demonstrate skills learnt through physical demonstration.</p> <p><b>Students demonstrate their learning by:</b> Physical demonstration of</p> <ul style="list-style-type: none"> <li>• Enter and exit the water safely and confidently</li> <li>• Recover from a face down or glide to a standing or other secure position</li> <li>• Move through the water unassisted with the feet clear of the bottom for a distance of 3 metres.</li> <li>• Float for 30 seconds holding a rescue floatation aid for support and signal for help intermittently</li> <li>• Open the eyes and breath out while submerging the body completely</li> <li>• Grasp a rigid article or piece of clothing offered by a rescuer and be pulled to safety</li> <li>• Answer questions about dangers in the aquatic environment.</li> </ul> |

|     |        | Unit 1  | Unit 2  | Unit 3   | Unit 4  |
|-----|--------|---|---|--|---|
| HPE | YEAR 2 | <p>SWIMMING AND LIFESAVING</p> <p><b>In this unit students:</b></p> <ul style="list-style-type: none"> <li>• <b>Complete a series of swimming/lifesaving activities.</b></li> </ul> <p><b>This unit requires students to:</b></p> <p><b>Students demonstrate their learning by performing physical demonstrations of :</b></p> <ul style="list-style-type: none"> <li>• A Slide entry and edge exit</li> <li>• Moving from back to front float</li> <li>• Treading and sculling</li> <li>• Breathing to side in horizontal position repeatedly</li> <li>• Swimming 5 m freestyle correctly with breathing</li> <li>• Moving with flotation aid and kick to safety</li> <li>• Swimming through submerged object</li> </ul> | <p>ATHLETICS</p> <p>In this unit students develop fundamental skills of track and field and participate in the school interhouse athletics carnival.</p> <p>This unit requires students to perform fundamental movement skills of running, jumping, catching and throwing and to develop the ethics and skills required for participation in a team.</p> <p><b>Students demonstrate their learning by:</b> physical demonstration participation in the inter-house athletics carnival</p> | <p>BALL GAMES</p> <p><b>In this unit students:</b> demonstrate fundamental movement skills of catching, throwing and the skill of game strategy and team work.</p> <p><b>This unit requires students to:</b> perform movement skills to participate a variety of ball games.</p> | <p>SWIMMING AND LIFESAVING</p> <p><b>In this unit students:</b> complete a series of swimming/lifesaving activities.</p> <p><b>This unit requires students to:</b> demonstrate skills learnt through physical demonstration.</p> <p><b>Students demonstrate their learning by:</b> physical demonstration of</p> <ul style="list-style-type: none"> <li>• Performing a slide in entry and exit using the edge.</li> <li>• Demonstrate horizontal arm sculling actions.</li> <li>• Recover from a back float or back glide.</li> <li>• Swim 20 metres using an action that resembles a stroke</li> <li>• Complete survival skills</li> <li>• Recover an object</li> <li>• Be rescued through the water with a rope.</li> </ul> |

|     |        | Unit 1   | Unit 2   | Unit 3  | Unit 4   |
|-----|--------|--|--|---|--|
| HPE | YEAR 3 | <p>SWIMMING AND LIFESAVING</p> <p><b>In this unit students:</b></p> <ul style="list-style-type: none"> <li>• <b>Complete a series of swimming/lifesaving activities.</b></li> </ul> <p><b>This unit requires students to:</b></p> <p><b>Students demonstrate their learning by performing physical demonstrations of :</b></p> <ul style="list-style-type: none"> <li>• A Slide entry in deep water</li> <li>• A Float on front and back unassisted</li> <li>• Sculling head first on back</li> <li>• Swimming 15 m freestyle with coordinated breathing</li> <li>• Swimming 10m survival backstroke</li> <li>• Swimming 5 m correct breaststroke</li> <li>• Treading water in vertical position head above water for 30 secs</li> <li>• A Surface dive and recover object from chest deep water.</li> </ul> | <p>TAKE YOUR MARKS, GET SET, PLAY!</p> <p><b>In this unit students:</b> develop the fundamental movement skills of running, jumping and throwing.</p> <p><b>This unit requires students to:</b> refine these skills in individual based activities in preparation for the school athletics carnival</p> <p><b>Students demonstrate their learning by:</b> competing in running, jumping and throwing events at the inter-house athletics carnival.</p> | <p>CRICKET</p> <p><b>In this unit students:</b> apply a range of movements and tactics, skilfully communicate and coordinate with others and reflect on and evaluate gameplay, skills and teamwork in the sport of cricket. .</p> <p><b>Students demonstrate their learning</b> through participation in a number of games of cricket with rules adapted to suit their age and skill level.</p> | <p>SWIMMING AND LIFESAVING</p> <p><b>In this unit students:</b> complete a series of swimming/lifesaving activities.</p> <p><b>This unit requires students to:</b> demonstrate skills learnt through physical demonstration.</p> <p><b>Students demonstrate their learning by:</b> physical demonstration</p> <ul style="list-style-type: none"> <li>• Perform as step entry</li> <li>• Demonstrate sculling head first</li> <li>• Swim 50 metres with actions that resemble two or more strokes</li> <li>• Survival skills</li> <li>• Underwater swimming – recovering objects</li> <li>• Reach rescue and answer question about dangers in the aquatic environment.</li> <li>• Extension tasks – butterfly (dolphin kick)</li> </ul> |



|     |        | Unit 1   | Unit 2   | Unit 3   | Unit 4  |
|-----|--------|--|--|--|---|
| HPE | YEAR 4 | <p>SWIMMING AND LIFESAVING</p> <p><b>In this unit students:</b></p> <ul style="list-style-type: none"> <li>• <b>Complete a series of swimming/lifesaving activities.</b></li> </ul> <p><b>This unit requires students to:</b></p> <p><b>Students demonstrate their learning by performing physical demonstrations of :</b></p> <ul style="list-style-type: none"> <li>• A Compact jump, fall in entry</li> <li>• Sculling feet first on back</li> <li>• A Continuous swim 50 m</li> <li>• Survival skills</li> <li>• A Float with buoyancy aid</li> <li>• A Dive and recover object</li> <li>• Performance of rescue throw</li> <li>• Introductory butterfly with arm action for 5 m.</li> </ul> <p>Students also compete questions about personal and water safety.</p> | <p>ATHLETIC SPECTACLE</p> <p><b>In this unit students:</b> create an athletic-themed sequence using fundamental movement skills and elements of movement.</p> <p><b>This unit requires students to:</b> perform running, jumping and throwing sequences in authentic situations.</p> <p><b>Students demonstrate their learning by:</b> physical demonstration of the skill learnt and competition in inter-house athletics carnival.</p> | <p>SOCCER</p> <p><b>In this unit students:</b> apply a range of skills to develop knowledge and understanding of soccer.</p> <p><b>This unit requires students to:</b> perform dribbling, kicking/passing and to develop the skills of team play, tactics and rule adherence.</p> <p><b>Students demonstrate their learning by:</b> physical demonstration of the skills learnt and by playing a game of soccer with rules adapted to their age and ability level.</p> | <p>SOCCER</p> <p><b>In this unit students:</b> apply a range of skills to develop knowledge and understanding of netball.</p> <p><b>This unit requires students to:</b> perform catching, throwing/passing and to develop the skills of team play, tactics and rule adherence.</p> <p><b>Students demonstrate their learning by:</b> physical demonstration of the skills learnt and by playing a game of netball with rules adapted to their age and ability level</p> |

|     |        | Unit 1  | Unit 2  | Unit 3   | Unit 4  |
|-----|--------|---|---|--|---|
| HPE | YEAR 5 | <p><b>SWIMMING AND LIFESAVING</b></p> <p><b>In this unit students:</b></p> <ul style="list-style-type: none"> <li>• <b>Complete a series of swimming/lifesaving activities.</b></li> </ul> <p><b>Students demonstrate their learning by performing physical demonstrations of :</b></p> <ul style="list-style-type: none"> <li>• A Dive</li> <li>• A Body rotation about vertical and horizontal axis</li> <li>• An Eggbeater kick to show basic leg action coordination</li> <li>• Swimming continuously using recognised strokes</li> <li>• Survival skills dressed in swimwear and long-sleeved shirt – continuous sequence</li> <li>• Correctly fitting PFD, jump in water, float and exit.</li> <li>• A Reach rescue</li> <li>• Swimming technique of butterfly (extension)</li> </ul> <p>Students also compete a safety and survival quiz</p> | <p><b>ATHLETIC SPECTACLE</b></p> <p>In this unit students: create an athletic-themed sequence using fundamental movement skills and elements of movement.</p> <p><b>This unit requires students to:</b> perform running, jumping and throwing sequences in authentic situations.</p> <p><b>Students demonstrate their learning by:</b> physical demonstration of each skill learnt. They participate in the inter-house athletics carnival.</p> | <p><b>TBALL / GOLF</b></p> <p>Students learn and apply a range of skills, drills and movement tactics for Tball and golf. Students also develop communication and coordination with other. Self-reflection and evaluation will also be developed.</p> <p>This unit requires students to:</p> <ul style="list-style-type: none"> <li>• Perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges.</li> <li>• Apply the elements of movement when composing and creating movement sequences.</li> <li>• Demonstrate skills to work collaboratively and play fairly.</li> <li>• Describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing.</li> <li>• Examine how physical activity supports community wellbeing and cultural understanding.</li> </ul> <p><b>Students demonstrate their learning by:</b> demonstrating skills and playing games of tball and golf with rules adapted to their age and ability level.</p> | <p><b>INVASIVE GAMES</b></p> <p><b>In this unit students:</b> play a range of invasive games</p> <p><b>This unit requires students to:</b> run, dodge, duck, jump, catch, throw, work as a team, adhere to rules, develop strategies.</p> <p><b>Students demonstrate their learning by:</b> physical demonstration of the skills learnt and by playing a variety of short form games with rules adapted to their age and ability level.</p> |

|     |        | Unit 1   | Unit 2   | Unit 3   | Unit 4  |
|-----|--------|--|--|--|---|
| HPE | YEAR 6 | <p><b>SWIMMING AND LIFESAVING</b></p> <p><b>In this unit students:</b></p> <ul style="list-style-type: none"> <li>• Complete a series of swimming/lifesaving activities.</li> </ul> <p><b>This unit requires students to:</b></p> <p><b>Students demonstrate their learning by performing physical demonstrations of :</b></p> <ul style="list-style-type: none"> <li>• A stride entry</li> <li>• A forward somersault</li> <li>• A backward somersault</li> <li>• A 200 m continuous swim with correct stroke technique</li> <li>• A continuous swim fully clothed</li> <li>• Fitting a PFD, treading water, 25 m swim, survival strokes, exit</li> <li>• A rescue throw with unweighted rope over 6m</li> <li>• 15 m of butterfly stroke and breathing (extension)</li> </ul> <p><b>Students also compete a safety and survival quiz</b></p> | <p><b>ATHLETIC SPECTACLE</b></p> <p><b>In this unit students: create an athletic-themed sequence using fundamental movement skills and elements of movement.</b></p> <p><b>This unit requires students to:</b> perform running, jumping and throwing sequences in authentic situations.</p> <p><b>Students demonstrate their learning by:</b> physical demonstration of each skill learnt. They participate in the inter-house athletics carnival.</p> | <p><b>OZ TAG</b></p> <p>In this unit students: apply a range of skills to develop and improve skills for evasion, running, predicting the path of others, tactics and teamwork. They learn to work within the rules of a game and to employ strategies for success.</p> <p><b>This unit requires students to:</b></p> <ul style="list-style-type: none"> <li>• Develop a range of movements, and tactics.</li> <li>• Skilfully communicate and coordinate with others and reflect on their learning.</li> <li>• Demonstrate skills to work collaboratively and play fairly.</li> <li>• Perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges..</li> </ul> <p><b>Students demonstrate their learning by:</b> physical activity and demonstration of the skills developed throughout the learning.</p> | <p><b>BASKETBALL</b></p> <p><b>In this unit students:</b> develop the skills of dribbling, catching, throwing, shooting. They apply a range of movements and tactics, they collaborate with team mates and develop an understanding of strategies and the rules of the game.</p> <p><b>This unit requires students to:</b> develop and then demonstrate the skills and techniques learnt.</p> <p><b>Students demonstrate their learning by:</b> participating in full and half court games.</p> |

|      |      | UNIT 1   | UNIT 2   | UNIT 3  | UNIT 4  |  |
|------|------|--|--|---|---|--|
|      |      | DANCE  | MEDIA  | VISUAL ARTS   | DRAMA   |  |
| Arts | PREP | <p>MY PLACE IN THE WORLD</p> <p>Students learn a number of nursery rhymes. They learn to sing and perform them with actions..</p>  | <p>FROM LITTLE THINGS</p> <p>Students read a Walk About Story and create their own piece of work using the ipad app Chatter Pics</p> | <p>THE PLACES YOU'LL GO</p> <p>Students complete the GlobeTrotter unit and create a collage with multiple media</p> | <p>YOU ARE WHAT YOU EAT</p> <p>Students learn the skills of circus performers to put on a circus for classmates and parents. This unit is connected to their Inquiry unit for T4.</p> |  |
|      |      | <b>MUSIC</b>   |  |   |   |  |
|      |      | <p>Students participate in games and songs to develop the skills of keeping beat, in tune singing and performance of lyrics. They learn and perform nursery rhymes. They participate in Orff units and play untuned percussions instruments.</p> |  |   |   |  |

|      |        | Unit 1  | Unit 2 | Unit 3   | Unit 4 |  |
|------|--------|---|--------|--|--------|--|
|      |        | VISUAL ARTS & MEDIA   |        | DANCE & DRAMA  |        |  |
| Arts | YEAR 1 | <p>Students complete the moment in time unit. They investigate the work of aboriginal author and artist Sally Morgan. They create a piece of artwork and iMovie in response to their learning.</p>  |        | <p>Students participate in dance and drama workshops to develop their skills in both. They then work with their classmates to create a retell of the story "Tiddalick" through dance and drama</p>   |        |  |
|      |        | <b>MUSIC</b>  |        |  |        |  |
|      |        | <p>In this unit students complete an Orff Unit based on the piece "Terracotta Pot"</p> <p>In this unit students:</p> <ul style="list-style-type: none"> <li>• Compose and perform their own version of the piece .</li> <li>• Work with tuned and untuned instruments and voice in a group to create music</li> <li>• Continue their study of basic theory with Yr 1 book Allegro.</li> <li>• Students continue their recorder karate program, progressing through the ribbon levels at their own pace.</li> <li>• Demonstrate this knowledge through a performance of their piece and the completion of a written theory test</li> </ul> |        | <p>In this unit students complete an Orff Unit "Little Brown Owl"</p> <p>In this unit students:</p> <ul style="list-style-type: none"> <li>• Compose and perform their own version of the piece .</li> <li>• Work with tuned and untuned instruments and voice in a group to create music</li> <li>• Continue their study of basic theory with Yr 1 book Allegro.</li> <li>• Students continue their recorder karate program, progressing through the ribbon levels at their own pace.</li> <li>• Demonstrate this knowledge through a performance of their piece and the completion of a written theory test</li> </ul> |        |  |

|             |               |  |  |
|-------------|---------------|--|--|
| <b>Arts</b> | <b>YEAR 2</b> | <b>Unit 1</b>  | <b>Unit 2</b>  |
|             |               | <b>VISUAL ARTS<br/>MEDIA</b>   | <b>DRAMA<br/>DANCE</b>   |
|             |               | Students investigate a variety of media to produce a portfolio of artworks. They work with water colours, pastels and charcoal to create a series of self portraits. Students investigate the work of artists to learn skills and draw inspiration. These include Wassily Kandinsky, Frida Kahlo artworks and Modigliani portraits. They take photos of their pieces.<br>Students create a digital portfolio displaying and commenting on the artworks produced in the previous Visual Arts unit.<br>Year 2/3 complete the same studies but with the focus on landscapes.  | Students study the skills of dramatic performance. They write, rehearse and perform a drama piece called "Save The Turtles".<br>Students study dances from different cultures around the world. They learn basic techniques to create, rehearse and perform their own dance piece.<br><br>Year 2/3 create a save the turtle campaign linked to their Inquiry unit for T3   |
|             |               | <b>M U S I C</b>   |  |
|             |               | In this unit students complete an Orff Unit based on the piece "I've Got A Rhythm"<br>In this unit students: <ul style="list-style-type: none"> <li>• Compose and perform their own version of the piece .</li> <li>• Work with tuned and untuned instruments and voice in a group to create music</li> <li>• Continue their study of basic theory with Yr 2 book Ensemble.</li> <li>• Students continue their recorder karate program, progressing through the ribbon levels at their own pace.</li> <li>• Demonstrate this knowledge through a performance of their piece and the completion of a written theory test</li> </ul> | In this unit students complete an Orff Unit for the song 'Caravan'..<br>In this unit students: <ul style="list-style-type: none"> <li>• Compose and perform their own version of the piece .</li> <li>• Work with tuned and untuned instruments and voice in a group to create music</li> <li>• Continue their study of basic theory with Yr 2 book Ensemble.</li> <li>• Students continue their recorder karate program, progressing through the ribbon levels at their own pace.</li> <li>• Demonstrate this knowledge through a performance of their piece and the completion of a written theory test</li> </ul> |

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|--|--|--|---|
| <b>Arts</b>  | <b>YEAR 3</b>  | <b>UNIT 1</b>  | <b>UNIT 2 &amp; 3 (T3 &amp; 4)</b>  |
|  |  | <b>DANCE &amp; DRAMA</b>   | <b>MEDIA &amp; VISUAL ARTS</b>  |
|  |  | In this unit students: <ul style="list-style-type: none"> <li>• Read KooKoo Kookaburra.</li> <li>• Work in a group to write, rehearse and perform an acted reading of this story.</li> <li>• Work in a whole class setting to learn, rehearse and perform</li> </ul> | In this unit students: <ul style="list-style-type: none"> <li>• Design and create a papie mache food item.</li> <li>• They take photos of the process as they complete it.</li> <li>• Students then design and create a movie using iMovie to show other children how to make the papier mache item. The movie will include photos of the creation process and an interview explaining the creative process.</li> </ul> |
|  |  | <b>MUSIC</b>   |   |
| <b>UNIT 1</b>  | <b>UNIT 2</b>  |  |   |
| In this unit students complete an Orff Unit based on the piece “Down The Street”<br>In this unit students: <ul style="list-style-type: none"> <li>• Compose and perform their own version of ‘Down the Street’.</li> <li>• Work with tuned and untuned instruments and voice in a group to create music</li> <li>• Continue their study of basic theory – reading of music notes on a stave, knowledge of tone, timbre, harmony and instruments of the orchestra. Yr 3 book Vivace</li> <li>• Demonstrate this knowledge through a performance of their Bento Box song and the completion of a written theory test.</li> </ul> | In this unit students complete an Orff Unit based on the piece “In The Bag”<br>In this unit students: <ul style="list-style-type: none"> <li>• Compose and perform their own version of ‘In The Bag’.</li> <li>• Work with tuned and untuned instruments and voice in a group to create music</li> <li>• Continue their study of basic theory – reading of music notes on a stave, knowledge of tone, timbre, harmony and instruments of the orchestra. Yr 3 Book Vivace</li> </ul> Demonstrate this knowledge through a performance of their Water Bird song and the completion of a written theory test. |  |   |

|             |               |   |  |
|-------------|---------------|---|--|
| <b>Arts</b> | <b>YEAR 4</b> | <b>UNIT 1</b>   | <b>UNIT 2</b>  |
|             |               | <b>DANCE &amp; DRAMA</b>  | <b>MEDIA &amp; VISUAL ARTS</b>   |
|             |               | <p>In this unit students:</p> <ul style="list-style-type: none"> <li>create, rehearse and present a Dance and Drama performance about the Heart of the Reef.</li> </ul> <p>Year 4.5 complete this same unit with a focus on Spirit of the bush.</p>   | <p>In this unit students:</p> <ul style="list-style-type: none"> <li>Design a superhero from a chosen media.</li> <li>Design and create a movie using iMovie about this superhero. The movie will include photos of the creation process and an interview explaining the creative process.</li> </ul>  |
|             |               | <b>MUSIC</b>  |  |
|             |               | <b>UNIT 1</b>   | <b>UNIT 2</b>  |
|             |               | <p>In this unit students complete an Orff Unit based on the piece “Down The Street”</p> <p>In this unit students:</p> <ul style="list-style-type: none"> <li>Compose and perform their own version of ‘Down The Street’.</li> <li>Work with tuned and untuned instruments and voice in a group to create music</li> <li>Continue their study of basic theory – reading of music notes on a stave, knowledge of tone, timbre, harmony and instruments of the orchestra. Yr 4 book Legato</li> <li>Demonstrate this knowledge through a performance of their Bento Box song and the completion of a written theory test.</li> </ul> | <p>In this unit students complete an Orff Unit based on the piece “In The Bag”</p> <p>In this unit students:</p> <ul style="list-style-type: none"> <li>Compose and perform their own version of ‘In The Bag’.</li> <li>Work with tuned and untuned instruments and voice in a group to create music</li> <li>Continue their study of basic theory – reading of music notes on a stave, knowledge of tone, timbre, harmony and instruments of the orchestra. Yr 4 book Legato</li> </ul> <p>Demonstrate this knowledge through a performance of their Water Bird song and the completion of a written theory test.</p> |

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| <b>Arts</b>  | <b>YEAR 5</b>  | <b>UNIT 1</b>   | <b>UNIT 2</b>   |
|  |  | <b>DRAMA &amp; MEDIA</b>  | <b>VISUAL ART &amp; DANCE</b>   |
|  |  | <b>THEATRE SPORTS</b>   | <b>VISUAL ARTS</b>  |
|  |  | Students participate in a variety of theatre sports games learning the skills of improvisation, voice, face and body communication and team acting. They create a video advertisement for the upcoming Theatre Sports Olympics. | Students develop a portfolio of work using Inspiration – The Art in Animals, The Art in Country       |
|  |  | Year 5.6 complete this unit.  | <b>DANCE</b><br>Students learn dance skills needed to choreograph, rehears and perform a group dance. |
|  |  |   | Year 5.6 complete this unit with the Yr 6 students learning dances for graduation                     |
| <b>M U S I C</b>   |  |   |   |
| <b>UNIT 1</b>  | <b>UNIT 2</b>  |   |   |
| In this unit students complete an Orf Unit based on the piece “Bento Box”<br>In this unit students: <ul style="list-style-type: none"> <li>• Compose and perform their own version of ‘Bento Box’.</li> <li>• Work with tuned and untuned instruments and voice in a group to create music</li> <li>• Continue their study of basic theory – reading of music notes on a stave, knowledge of tone, timbre, harmony and instruments of the orchestra. Yr 5 book Cantabile</li> <li>• Demonstrate this knowledge through a performance of their Bento Box song and the completion of a written theory test.</li> </ul> | In this unit students complete an Orf Unit based on the piece “Water Bird”<br>In this unit students: <ul style="list-style-type: none"> <li>• Compose and perform their own version of ‘Water Bird’.</li> <li>• Work with tuned and untuned instruments and voice in a group to create music</li> <li>• Continue their study of basic theory – reading of music notes on a stave, knowledge of tone, timbre, harmony and instruments of the orchestra. Yr 5 book Cantabile</li> </ul> Demonstrate this knowledge through a performance of their Water Bird song and the completion of a written theory test. |   |   |



|             |               |   |  |
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| <b>Arts</b> | <b>YEAR 6</b> | <b>UNIT 1</b>   | <b>UNIT 2</b>  |
|             |               | <b>VISUAL ARTS &amp; MEDIA</b>  | <b>DRAMA &amp; DANCE</b>   |
|             |               | Students create a Stop Motion video. They choose the media from which to create the characters and back ground, write the script, take the photos of each scene and use stop motion technology and skills to create the movie.  | <p><b>DRAMA</b><br/>Students complete the We Speak For The People drama unit during which they learn the skills of freeze framing, stop motion, thought bubbles and slow motion movement to create and perform their own narrated dramatic piece in response to their Inquiry learning on the stolen generation.</p> <p><b>GRADUATION PERFORMANCE</b><br/>Students learn a traditional partner dance (E.g Heel and toe polka) which will be performed at their graduation celebration. They also choreograph, rehearse and perform a modern piece for performance at this event.</p>                         |
|             |               | <b>M U S I C</b>  |  |
|             |               | <b>UNIT 1</b>   | <b>UNIT 2</b>  |
|             |               | <p>In this unit students complete an Orf Unit based on the piece “Bounce”<br/>In this unit students:</p> <ul style="list-style-type: none"> <li>• Compose and perform their own version of ‘Bounce’.</li> <li>• Work with tuned and untuned instruments and voice in a group to create music</li> <li>• Continue their study of basic theory – reading of music notes on a stave, knowledge of tone, timbre, harmony and instruments of the orchestra. Yr 6 book Vivo</li> <li>• Demonstrate this knowledge through a performance of their Bento Box song and the completion of a written theory test.</li> </ul> | <p>In this unit students complete an Orf Unit based on the piece “Bells”<br/>In this unit students:</p> <ul style="list-style-type: none"> <li>• Compose and perform their own version of ‘Bells’.</li> <li>• Work with tuned and untuned instruments and voice in a group to create music</li> <li>• Continue their study of basic theory – reading of music notes on a stave, knowledge of tone, timbre, harmony and instruments of the orchestra. Yr 6 book Vivo</li> </ul> <p>Demonstrate this knowledge through a performance of their Water Bird song and the completion of a written theory test.</p> |

|                      |      | UNIT 1   | UNIT 2  | UNIT 3  |
|----------------------|------|--|---|---|
| LANGUAGES - Japanese | PREP | <p><b>Unit 1</b><br/><b>Who Am I?</b></p> <p>In this unit, students begin to engage with the Japanese language and culture. They explore the similarities and differences in greeting others in a variety of scenarios such as greetings in class and greeting friends and teachers. They learn to introduce themselves and the objects they use in the classroom.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• develop an awareness of Japan and Japanese people</li> <li>• use simple greetings and participate in Japanese classroom routines</li> <li>• learn to count to 10</li> <li>• ask and answer questions about name and age</li> </ul> <p>Students demonstrate their knowledge by completing a monitoring task about participating in classroom routines, greetings, name and age.</p> | <p><b>Unit 2</b><br/><b>Japanese Stories</b><br/><b>'The Peach Boy'</b></p> <p>In this unit students will explore Japanese stories. They will learn to read and perform the traditional Japanese story 'The Peach Boy' as their speech assessment.</p> <p>Elements of Japanese culture are embedded in this unit and will be part of the learning throughout.</p> | <p><b>Unit 3</b><br/><b>Food</b><br/><b>What's In My Lunchbox?</b></p> <p>In this unit, students explore food and the differences in diet between Australia and Japan. They build on previous learning by expressing preferences and describing foods. Students learn about the different foods associated with celebrations in Japan.</p> <p>Students will complete an assessment task about Japanese food which they draw and label in their lunchbox.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>•state the names of foods</li> <li>•express preference for foods</li> <li>•describe foods</li> <li>•develop an awareness of the differences in diet in Australia and Japan</li> <li>•understand the foods associated with celebrations in Japan.</li> </ul> |

|                      |        | UNIT 1  | UNIT 2   | UNIT 3   |
|----------------------|--------|---|--|--|
| LANGUAGES - Japanese | YEAR 1 | <p><b>Stories &amp; Script</b></p> <p>In this unit students will explore Japanese stories as they learn to read the traditional Japanese story 'The Big Turnip'. They identify the title, setting and characters and create a visual story map. Students will sequence the story and describe the characters. Students will:</p> <ul style="list-style-type: none"> <li>develop an awareness of Japanese stories and their similarities/differences to familiar stories</li> <li>identify characters in stories and describe them</li> <li>identify the main ideas and parts of a story</li> <li>use the language in the story</li> </ul> <p>Students will perform the story as a play. This unit is linked to the Arts – Drama and Dance</p> | <p><b>Treasure Chest From Japan Culture Focus</b></p> <p>In this unit students investigate artefacts from Japan. They learn about the part these artefacts play in Japanese culture – who uses them, what they are used for, when and how and why they are significant. They create a collection of work to show their learning.</p> | <p><b>Brown Bear Story</b></p> <p>In this unit students learn the traditional Japanese story 'Brown Bear'. They study the title, characters, story line and meaning of the story. They learn to read and perform the story in Japanese. This unit is linked to the Arts - Visual Arts.</p> |
|                      |        |   |  |  |

|                      |        | UNIT 1   | UNIT 2   | UNIT 3   |
|----------------------|--------|--|--|--|
| LANGUAGES - Japanese | YEAR 2 | <p><b>Stories &amp; Script</b></p> <p>In this unit students learn 5 – 10 hiragana characters. They use concrete materials such as playdough and sand to bring this learning to automaticity. Year 2.3 complete this same unit.</p> | <p><b>Directions</b></p> <p>In this unit students learn about directions through songs and games. They then complete a speaking assessment where they create directions. Year 2.3 complete this same unit.</p> | <p><b>Lunch boxes</b></p> <p>Students learn about what children eat for lunch in Australia and Japan. They complete a speaking assessment about what is in each lunch box. Year 2.3 complete this same unit.</p> |
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| LANGUAGES - Japanese | YEARS 3 | <b>UNIT 1</b>  | <b>UNIT 2</b>  | <b>UNIT 3</b>   |
|                      |         | <p><b>Who Am I?</b><br/> <b>Hiragana Script focus</b><br/>           In this unit, students build on their learning from the previous year. They further explore greeting and classroom language. They revise introducing themselves and express likes and dislikes for hobbies. They learn how to ask to borrow objects they use in the classroom. Students will engage with hiragana script. Students will:</p> <ul style="list-style-type: none"> <li>Learn the first 10 Hiragana script characters (now up to 20)</li> <li>Learn to apply this in a reading text</li> <li>Continue to develop speaking skills in greetings, counting, family members, classroom hobbies and instructions.</li> </ul> | <p><b>Town Mascots</b><br/>           Students learn about towns in Japan. They design a mascot for this town. The mascot has features which tell us about the town. They complete a speaking assessment about their mascot.</p> | <p><b>Drink it all up!</b><br/>           Students learn about the different drinks consumed by children in Australia and Japan. They complete their research. They complete a speaking assessment to demonstrate their learning.</p> |

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| LANGUAGES - Japanese | YEAR 4 | <b>TERM 1</b>  | <b>TERM 2</b>  | <b>TERM 3</b>   | <b>TERM 4</b> |
|                      |        | <p><b>Hiragana Script</b><br/>           In this unit students will:</p> <ul style="list-style-type: none"> <li>Study the first 20 Hiragana characters</li> <li>Learn these characters and apply in a reading text</li> <li>Continue to develop speaking skill related to classroom instructions, objects, greeting and names</li> </ul> | <p><b>Sport and its Heroes</b><br/>           In this unit students will:</p> <ul style="list-style-type: none"> <li>Study sport and sporting heroes</li> <li>Follow the Olympic games</li> <li>Learn about aspects of culture – Japanese and Australian</li> <li>Continue to develop speaking skill related to classroom instructions, objects, greeting and names</li> </ul> | <p><b>Sweet Treats</b><br/>           Students learn about the different sweets consumed by children in Australia and Japan. They complete their research. They complete a speaking assessment to demonstrate their learning.</p> |               |

|                      |        | UNIT 1   | UNIT 2  | UNIT 3   |
|----------------------|--------|--|---|--|
| LANGUAGES - Japanese | YEAR 5 | <p><b>Unit 1: Hiragana Script</b></p> <p><b>Who Am I?</b></p> <p>Students will write a letter / email introducing themselves to our sister school in Japan.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Learn all 46 Hiragana characters</li> <li>• Learn to apply these by reading a simple text</li> <li>• Continue to develop their speaking skill in the areas of: classroom greetings, like/dislikes, names, classroom instructions and objects, hobbies</li> </ul> <p>Self-introduction<br/>Like/dislike<br/>~です。<br/>Greetings<br/>Numbers 1-10<br/>~さいです。<br/>~がすきです。<br/>~にすんでいます。<br/>~をかっています。<br/>~をします。<br/>~をべんきょうします。<br/>まいにち<br/>ときどき<br/>Days of the week</p> | <p><b>Unit 2: Karate</b></p> <p>Students will study the sport of Sumo wrestling<br/>They will consider both cultural and sporting elements and will also compare this sport to those which are popular in Australia.</p> <p>They will demonstrate their learning through an oral assessment about Sumo wrestling.</p> <p>Year 5.6 will complete this same unit.</p> | <p><b>Unit 3: Instant Noodles</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Research the history of instant noodles in Japan</li> <li>• Learn how to write about noodles in script</li> <li>• Complete a written assessment : instructions for use of noodles in script.</li> <li>• Design their own flavour and packaging</li> </ul> |

|                      |        | UNIT 1   | UNIT 2  | UNIT 3  |
|----------------------|--------|--|---|---|
| LANGUAGES - Japanese | YEAR 6 | <b>Unit 1: Hiragana Script</b><br><br><b>Who Am I?</b><br><br>Students will write a letter / email introducing themselves to our sister school in Japan.<br><br>Students will: <ul style="list-style-type: none"> <li>• Learn all 46 Hiragana characters</li> <li>• Learn to apply these by reading a simple text</li> <li>• Continue to develop their speaking skill in the areas of: classroom greetings, like/dislikes, names, classroom instructions and objects, hobbies</li> </ul> Self-introduction<br>Like/dislike<br>~です。<br>Greetings<br>Numbers 1-10<br>~さいです。<br>~が大好きです。<br>~にすんでいます。<br>~をかっています。<br>~をします。<br>~をべんきょうします。<br>まいにち<br>ときどき<br>Days of the week | <b>Unit 2: Sumo</b><br><br>Students will study the sport of Sumo wrestling<br>They will consider both cultural and sporting elements and will also compare this sport to those which are popular in Australia.<br><br>They will demonstrate their learning through an oral assessment about Sumo wrestling. | <b>Unit 3: Curry</b><br><br>Students will: <ul style="list-style-type: none"> <li>• Research the history of curry in Japan</li> <li>• Learn how to write about curry in script</li> <li>• Complete a written assessment : instructions for making a curry in script.</li> <li>• Students will design their own flavour and packaging</li> </ul> |

## GENERAL CAPABILITIES AND CROSS CURRICULAR PRIORITIES

|     |  |               |                     |   |                       |                                     |
|-----|--|---------------|---------------------|---|-----------------------|-------------------------------------|
| Key | LIT  Literacy  | NUM  Numeracy | ICT  ICT capability | CCT  Critical and creative thinking       | EB  Ethical behaviour | PSC  Personal and social capability |
|     | IU  Intercultural understanding                              |               |                     |   |                       |                                     |
|     | Aboriginal and Torres Strait Islander histories and cultures |               |                     | Asia and Australia's engagement with Asia |                       | Sustainability                      |

|             | Term 1 |   |   |   |   |   |   |   |   |   | Term 2 |   |   |   |   |   |   |   |   |   | Term 3 |   |   |   |   |   |   |   |   |   | Term 4 |   |   |   |   |   |   |   |   |   |   |   |   |   |  |  |  |   |  |  |  |   |   |  |  |  |  |  |  |  |  |
|-------------|--------|---|---|---|---|---|---|---|---|---|--------|---|---|---|---|---|---|---|---|---|--------|---|---|---|---|---|---|---|---|---|--------|---|---|---|---|---|---|---|---|---|---|---|---|---|--|--|--|---|--|--|--|---|---|--|--|--|--|--|--|--|--|
| ✓           |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |   |   |  |  |  |   |  |  |  |   |   |  |  |  |  |  |  |  |  |
| English     | P      | ✓ |   |   | ✓ | ✓ |   |   |   |   | ✓      |   |   |   |   |   | ✓ | ✓ |   |   |        | ✓ |   |   |   |   |   | ✓ |   |   |        | ✓ | ✓ |   |   |   |   |   |   |   |   | ✓ |   |   |  |  |  | ✓ |  |  |  | ✓ | ✓ |  |  |  |  |  |  |  |  |
|             | 1      | ✓ |   | ✓ |   | ✓ | ✓ |   |   |   | ✓      |   |   | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |        | ✓ |   |   |   |   |   | ✓ |   |   |        | ✓ | ✓ |   |   |   |   |   |   |   |   | ✓ |   |   |  |  |  |   |  |  |  |   |   |  |  |  |  |  |  |  |  |
|             | 2      | ✓ |   |   |   | ✓ | ✓ |   |   |   | ✓      |   |   | ✓ |   | ✓ | ✓ | ✓ | ✓ |   |        | ✓ |   |   |   |   |   | ✓ |   |   |        | ✓ | ✓ |   |   |   | ✓ |   |   |   |   |   | ✓ |   |  |  |  |   |  |  |  |   |   |  |  |  |  |  |  |  |  |
|             | 3      | ✓ |   |   | ✓ |   | ✓ | ✓ |   |   | ✓      |   |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |        | ✓ |   |   |   |   |   | ✓ |   |   |        | ✓ | ✓ |   |   |   | ✓ |   |   |   |   |   | ✓ |   |  |  |  |   |  |  |  |   |   |  |  |  |  |  |  |  |  |
|             | 4      | ✓ | ✓ | ✓ | ✓ |   |   |   |   |   | ✓      |   |   | ✓ |   | ✓ | ✓ | ✓ | ✓ |   |        | ✓ |   |   |   |   |   | ✓ |   |   |        | ✓ |   |   |   | ✓ |   |   | ✓ |   |   |   | ✓ |   |  |  |  |   |  |  |  |   |   |  |  |  |  |  |  |  |  |
|             | 5      | ✓ |   |   | ✓ |   |   | ✓ |   | ✓ | ✓      |   |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |        | ✓ |   |   |   |   |   | ✓ |   |   |        | ✓ |   |   |   | ✓ |   |   | ✓ |   |   | ✓ |   |   |  |  |  |   |  |  |  |   |   |  |  |  |  |  |  |  |  |
|             | 6      | ✓ |   | ✓ | ✓ | ✓ | ✓ | ✓ |   | ✓ | ✓      |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |        | ✓ |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   | ✓      | ✓ |   |   | ✓ |   |   | ✓ |   | ✓ |   | ✓ |   |   |  |  |  |   |  |  |  |   |   |  |  |  |  |  |  |  |  |
| Mathematics | P      | ✓ | ✓ | ✓ |   | ✓ |   |   |   | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   |   | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   |   |   |   |   |  |  |  |   |  |  |  |   |   |  |  |  |  |  |  |  |  |
|             | 1      | ✓ | ✓ |   | ✓ |   | ✓ |   |   |   | ✓      | ✓ |   | ✓ | ✓ | ✓ | ✓ |   |   |   |        | ✓ | ✓ |   | ✓ | ✓ | ✓ | ✓ |   |   |        | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   |   |   |   |  |  |  |   |  |  |  |   |   |  |  |  |  |  |  |  |  |
|             | 2      | ✓ | ✓ | ✓ | ✓ |   | ✓ |   |   |   | ✓      | ✓ | ✓ | ✓ |   | ✓ | ✓ | ✓ | ✓ |   |        | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |        | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   |   |   |  |  |  |   |  |  |  |   |   |  |  |  |  |  |  |  |  |
|             | 3      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |        | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |        | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   |   |   |  |  |  |   |  |  |  |   |   |  |  |  |  |  |  |  |  |
|             | 4      |   | ✓ | ✓ | ✓ |   | ✓ |   |   |   | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   |        | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |        | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   |   |   |  |  |  |   |  |  |  |   |   |  |  |  |  |  |  |  |  |
|             | 5      | ✓ | ✓ |   | ✓ |   | ✓ |   |   |   | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   |        | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |        | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   |   |  |  |  |   |  |  |  |   |   |  |  |  |  |  |  |  |  |
|             | 6      | ✓ |   | ✓ | ✓ | ✓ | ✓ |   |   | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   |        | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |        | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   |   |   |  |  |  |   |  |  |  |   |   |  |  |  |  |  |  |  |  |
| Science -   | P      |   |   |   |   |   |   |   |   | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ |   | ✓ |   |   | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   | ✓ |   |   |   |  |  |  |   |  |  |  |   |   |  |  |  |  |  |  |  |  |
|             | 1      |   |   |   |   |   |   |   |   | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ |   | ✓ |   |   | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   | ✓ |   |   |  |  |  |   |  |  |  |   |   |  |  |  |  |  |  |  |  |
|             | 2      |   |   |   |   |   |   |   |   | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   | ✓ |   |  |  |  |   |  |  |  |   |   |  |  |  |  |  |  |  |  |
|             | 3      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   |        |   |   |   |   |   |   |   |   |   | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   | ✓ |   |  |  |  |   |  |  |  |   |   |  |  |  |  |  |  |  |  |
|             | 4      | ✓ | ✓ |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   |   | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   | ✓ |   |  |  |  |   |  |  |  |   |   |  |  |  |  |  |  |  |  |
|             | 5      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   | ✓ |   |        | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |        | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   | ✓ |  |  |  |   |  |  |  |   |   |  |  |  |  |  |  |  |  |
|             | 6      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ |   | ✓ | ✓ | ✓ |   |   |   | ✓ |        | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |        | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   | ✓ |   | ✓ |   |  |  |  |   |  |  |  |   |   |  |  |  |  |  |  |  |  |

|            |                                       |                     |                           |   |                             |   |                                       |  |   |                |
|------------|---------------------------------------|---------------------|---------------------------|---|-----------------------------|---|---------------------------------------|--|---|----------------|
| <b>Key</b> | <b>LIT</b> Literacy social capability | <b>NUM</b> Numeracy | <b>ICT</b> ICT capability | <b>CCT</b> Critical and creative thinking | <b>EB</b> Ethical behaviour | <b>PSC</b> Personal and social capability | <b>IU</b> Intercultural understanding | Aboriginal and Torres Strait Islander histories and cultures | Asia and Australia's engagement with Asia | Sustainability |
|------------|---------------------------------------|---------------------|---------------------------|---|-----------------------------|---|---------------------------------------|--|---|----------------|

|                          |   | Term 1 |   |   |   |   |   |   |   | Term 2 |   |   |   |   |   |   |   | Term 3 |   |   |   |   |   |  |  | Term 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--------------------------|---|--------|---|---|---|---|---|---|---|--------|---|---|---|---|---|---|---|--------|---|---|---|---|---|--|--|--------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| ✓                        |   |        |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |        |   |   |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>History - Inquiry</b> | P | ✓      |   | ✓ |   |   | ✓ |   |   |        |   | ✓ | ✓ |   |   | ✓ | ✓ | ✓      | ✓ |   |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                          | 1 | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |        |   |   |   |   |   |   |   |        |   |   |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                          | 2 |        |   |   |   |   |   |   |   |        |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                          | 3 |        |   |   |   |   |   |   |   |        |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                          | 4 |        |   |   |   |   |   |   |   |        |   | ✓ |   | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                          | 5 | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |        |   | ✓ |   | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                          | 6 | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   | ✓      |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Geo-Inquiry</b>       | P | ✓      |   | ✓ | ✓ |   | ✓ |   |   |        | ✓ |   |   |   |   | ✓ | ✓ |        |   |   |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                          | 1 | ✓      | ✓ | ✓ | ✓ |   | ✓ |   | ✓ |        |   |   |   |   |   |   |   |        |   |   |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                          | 2 | ✓      | ✓ | ✓ | ✓ | ✓ |   | ✓ |   |        | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                          | 3 | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ |   | ✓ |        |   |   |   |   |   |   |   |        |   |   |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                          | 4 | ✓      | ✓ | ✓ | ✓ | ✓ |   |   | ✓ |        |   |   |   |   |   |   |   |        |   |   |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                          | 5 |        |   |   |   |   |   |   |   |        | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                          | 6 | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ |   | ✓ | ✓      |   |   |   |   |   |   |   |        |   |   |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Civ Cit</b>           | 3 |        |   |   |   |   |   |   |   | ✓      |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ | ✓ |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                          | 4 |        |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |        |   |   |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                          | 5 | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |        |   |   |   |   |   |   |   |        |   |   |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                          | 6 |        |   |   |   |   | ✓ |   | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ | ✓ |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>EB</b>                | 5 |        |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |        |   |   |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                          | 6 | ✓      | ✓ | ✓ | ✓ | ✓ |   |   |   | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |        |   |   |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>Arts</b>              | P | ✓      | ✓ |   | ✓ | ✓ | ✓ |   |   | ✓      | ✓ |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                          | 1 | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ |   |   | ✓      | ✓ |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                          | 2 | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ |   |   | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                          | 3 |        | ✓ |   | ✓ | ✓ |   |   |   |        |   |   |   |   |   |   |   |        |   |   |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                          | 4 | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ |   |   | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                          | 5 | ✓      | ✓ |   | ✓ | ✓ | ✓ |   | ✓ | ✓      | ✓ | ✓ |   | ✓ |   | ✓ | ✓ | ✓      | ✓ | ✓ |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                          | 6 | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ |   | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ |   |   |   |  |  |        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |



| Key        |        | LIT  Literacy social capability | NUM  Numeracy | ICT  ICT capability | CCT  Critical and creative thinking | EB  Ethical behaviour | PSC  Personal and social capability | IU  Intercultural understanding | Aboriginal and Torres Strait Islander histories and cultures | Asia and Australia's engagement with Asia | Sustainability |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |
|------------|--------|---------------------------------|---------------|---------------------|-------------------------------------|-----------------------|-------------------------------------|---------------------------------|--|---|----------------|---|---|---|---|---|---|---|--------|---|---|---|---|---|---|---|---|--------|---|---|---|---|---|---|---|---|---|---|---|
| ✓          | Term 1 |                                 |               |                     |                                     |                       |                                     |                                 |  | Term 2                                    |                |   |   |   |   |   |   |   | Term 3 |   |   |   |   |   |   |   |   | Term 4 |   |   |   |   |   |   |   |   |   |   |   |
|            |        |                                 |               |                     |                                     |                       |                                     |                                 |  |   |                |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |
| Technology | P      |                                 |               | ✓                   |                                     |                       |                                     |                                 |  |   | ✓              |   | ✓ |   | ✓ | ✓ |   |   |        |   |   |   |   |   |   |   |   |        |   |   |   |   |   |   |   |   |   |   |   |
|            | 1      | ✓                               |               | ✓                   |                                     | ✓                     |                                     |                                 |  |   | ✓              |   | ✓ |   | ✓ | ✓ |   |   |        |   |   |   | ✓ |   | ✓ |   | ✓ |        | ✓ |   | ✓ |   | ✓ |   |   |   |   |   |   |
|            | 2      | ✓                               | ✓             | ✓                   |                                     |                       | ✓                                   | ✓                               | ✓  | ✓   |                | ✓ | ✓ | ✓ |   | ✓ |   | ✓ |        |   |   |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ |   | ✓ |   |   |   |   |
|            | 3      | ✓                               |               | ✓                   | ✓                                   | ✓                     | ✓                                   |                                 |  |   | ✓              | ✓ | ✓ | ✓ | ✓ | ✓ |   | ✓ |        |   | ✓ |   | ✓ | ✓ |   | ✓ |   | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   | ✓ |   |   |   |
|            | 4      |                                 |               | ✓                   | ✓                                   |                       | ✓                                   |                                 |  |   |                | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |        |   | ✓ |   | ✓ | ✓ | ✓ | ✓ |   | ✓      |   | ✓ |   | ✓ |   | ✓ |   | ✓ |   |   |   |
|            | 5      | ✓                               | ✓             | ✓                   | ✓                                   | ✓                     | ✓                                   |                                 |  | ✓   |                |   | ✓ |   |   |   |   |   |        |   |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓      |   | ✓ |   | ✓ |   | ✓ |   | ✓ |   |   |   |
|            | 6      | ✓                               | ✓             | ✓                   | ✓                                   | ✓                     |                                     |                                 |  | ✓   |                | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   | ✓      |   |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   | ✓ |   |   |
| Health     | P      | ✓                               |               | ✓                   |                                     | ✓                     |                                     |                                 |  |   | ✓              |   |   | ✓ |   | ✓ | ✓ | ✓ |        |   |   | ✓ | ✓ |   | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   |
|            | 1      | ✓                               | ✓             |                     |                                     | ✓                     | ✓                                   | ✓                               |  |   | ✓              | ✓ |   |   | ✓ | ✓ | ✓ | ✓ |        |   |   | ✓ |   | ✓ | ✓ |   | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |
|            | 2      | ✓                               |               | ✓                   | ✓                                   | ✓                     | ✓                                   |                                 |  |   | ✓              |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |        |   |   | ✓ |   | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |
|            | 3      | ✓                               |               | ✓                   | ✓                                   | ✓                     | ✓                                   |                                 |  |   | ✓              |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |        |   |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |
|            | 4      | ✓                               |               | ✓                   | ✓                                   | ✓                     | ✓                                   |                                 | ✓  |   | ✓              |   | ✓ | ✓ | ✓ | ✓ | ✓ |   |        | ✓ |   | ✓ |   | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |
|            | 5      | ✓                               |               |                     | ✓                                   | ✓                     | ✓                                   |                                 |  |   | ✓              |   |   |   | ✓ | ✓ | ✓ | ✓ |        |   |   | ✓ |   | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |
|            | 6      | ✓                               |               |                     | ✓                                   | ✓                     | ✓                                   | ✓                               |  |   | ✓              |   |   |   | ✓ | ✓ | ✓ | ✓ |        |   |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |
| PE         | P      | ✓                               | ✓             |                     | ✓                                   | ✓                     | ✓                                   | ✓                               | ✓  | ✓   | ✓              | ✓ |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |
|            | 1      | ✓                               | ✓             |                     | ✓                                   | ✓                     | ✓                                   | ✓                               | ✓  | ✓   | ✓              | ✓ |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |
|            | 2      | ✓                               | ✓             | ✓                   | ✓                                   | ✓                     | ✓                                   | ✓                               | ✓  | ✓   | ✓              | ✓ |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|            | 3      | ✓                               | ✓             | ✓                   | ✓                                   | ✓                     | ✓                                   | ✓                               | ✓  | ✓   | ✓              | ✓ |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|            | 4      | ✓                               | ✓             |                     | ✓                                   | ✓                     | ✓                                   | ✓                               | ✓  | ✓   | ✓              | ✓ |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|            | 5      | ✓                               | ✓             |                     | ✓                                   | ✓                     | ✓                                   | ✓                               | ✓  | ✓   | ✓              | ✓ |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|            | 6      | ✓                               | ✓             |                     | ✓                                   | ✓                     | ✓                                   | ✓                               | ✓  | ✓   | ✓              | ✓ |   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓      | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

# Cannonvale State School

## Whole School Curriculum Assessment Plan

### ASSESSMENT INSTRUMENT

|                                |   |                  |  |                              |
|--------------------------------|---|------------------|--|------------------------------|
| Investigation                  |   | Diagnostic       |  | Exam/test                    |
| Oral / dramatic piece          | M | Monitoring       |  | Portfolio/Collection of work |
| Written                        |   | Not taught here  |  | Multi-media                  |
| Short Answer                   |   | Project (object) |  | Diagram /annotated           |
| Poster / brochure              |   | Written & Oral   |  | Physical skill demo          |
| Visual art piece / drawing etc | P | Pre-test         |  | Object construction / model  |
| Presentation of choice         |   |                  |  |                              |

|      |                            | TERM 1   |  |  |  |  |  |  |  |  |  | TERM 2   |  |  |  |  |  |  |  |  |  | TERM 3   |  |  |  |  |  |  |  |  |  | TERM 4   |  |  |  |  |  |  |  |  |  |
|------|----------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|      |                            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PREP | English (M ongoing weekly) | P M  |  |  |  |  |  |  |  |  |  | P R  |  |  |  |  |  |  |  |  |  | P M  |  |  |  |  |  |  |  |  |  | P R  |  |  |  |  |  |  |  |  |  |
|      | Maths (M ongoing weekly)   | [Color blocks]   |  |  |  |  |  |  |  |  |  | [Color blocks]   |  |  |  |  |  |  |  |  |  | [Color blocks]   |  |  |  |  |  |  |  |  |  | [Color blocks]   |  |  |  |  |  |  |  |  |  |
|      | Inquiry                    | M Written <span style="background-color: #008080; color: white;">Presentation of choice</span> |  |  |  |  |  |  |  |  |  | M Written <span style="background-color: #008080; color: white;">Presentation of choice</span> |  |  |  |  |  |  |  |  |  | M Written <span style="background-color: #008080; color: white;">Presentation of choice</span> |  |  |  |  |  |  |  |  |  | M Written <span style="background-color: #008080; color: white;">Presentation of choice</span> |  |  |  |  |  |  |  |  |  |
|      | Arts (Music = mu)          | mu m u   |  |  |  |  |  |  |  |  |  | mu M   |  |  |  |  |  |  |  |  |  | M mu mu  |  |  |  |  |  |  |  |  |  | mu mu  |  |  |  |  |  |  |  |  |  |
|      | Technology                 | M  |  |  |  |  |  |  |  |  |  | M  |  |  |  |  |  |  |  |  |  | M  |  |  |  |  |  |  |  |  |  | M  |  |  |  |  |  |  |  |  |  |
|      | Health                     | M  |  |  |  |  |  |  |  |  |  | M  |  |  |  |  |  |  |  |  |  | M  |  |  |  |  |  |  |  |  |  | M  |  |  |  |  |  |  |  |  |  |
|      | HPE                        | [Color blocks]   |  |  |  |  |  |  |  |  |  | [Color blocks]   |  |  |  |  |  |  |  |  |  | [Color blocks]   |  |  |  |  |  |  |  |  |  | [Color blocks]   |  |  |  |  |  |  |  |  |  |
|      | Japanese                   | M  |  |  |  |  |  |  |  |  |  | [Color blocks]   |  |  |  |  |  |  |  |  |  | [Color blocks]   |  |  |  |  |  |  |  |  |  | [Color blocks]   |  |  |  |  |  |  |  |  |  |



TYPE OF ASSESSMENT INSTRUMENT

|   |    |                 |   |                              |
|---|----|-----------------|---|------------------------------|
| Investigation                                   |    | Diagnostic      |   | Exam/test                    |
| Oral / dramatic piece (R –Reading) (Mu – Music) | M  | Monitoring      | P | Portfolio/Collection of work |
| Written (m – moderation) (Mu – music)           |    | Not taught here |   | Multi-media                  |
| Short Answer                                    |    | Project         |   | Diagram /annotated / table   |
| Poster / brochure                               |    | Written & Oral  |   | Physical skill demo          |
| Visual art piece / drawing etc                  | PT | Pre-test        |   | Object construction / model  |
| Presentation of choice                          |    |                 |   |                              |

| YEAR 2                                  |                                  | TERM 1                       |    |   |   |    |   |   |   |   |                                  | TERM 2 |    |    |   |   |   |   |   |   |                                  | TERM 3 |    |    |   |   |   |   |   |   |                                  | TERM 4 |    |   |   |   |   |   |   |   |    |
|---|----------------------------------|------------------------------|----|---|---|----|---|---|---|---|----------------------------------|--------|----|----|---|---|---|---|---|---|----------------------------------|--------|----|----|---|---|---|---|---|---|----------------------------------|--------|----|---|---|---|---|---|---|---|----|
|   |                                  | 1                            | 2  | 3 | 4 | 5  | 6 | 7 | 8 | 9 | 10                               | 1      | 2  | 3  | 4 | 5 | 6 | 7 | 8 | 9 | 10                               | 1      | 2  | 3  | 4 | 5 | 6 | 7 | 8 | 9 | 10                               | 1      | 2  | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|   |                                  | English (M – ongoing weekly) | pt | M | M | M  | M | M | M | R |                                  |        | pt | M  |   | M | M | M | R | M |                                  |        | pt | R  | R | M |   |   |   |   |                                  |        | pt |   |   |   |   |   |   |   |    |
| Maths (Problem solving– ongoing weekly) | pt                               |                              | M  | M | M | M  | M |   |   |   | M                                | M      |    | M  | M |   |   |   |   |   | M                                |        |    |    |   |   |   |   |   |   |                                  |        |    |   |   |   |   |   |   |   |    |
| Inquiry                                 | M Written Presentation of choice |                              |    |   |   |    |   |   |   |   | M Written Presentation of choice |        |    |    |   |   |   |   |   |   | M Written Presentation of choice |        |    |    |   |   |   |   |   |   | M Written Presentation of choice |        |    |   |   |   |   |   |   |   |    |
| Arts                                    |                                  |                              |    |   |   | Mu |   |   |   | M |                                  |        |    | Mu |   |   |   |   |   |   | M                                |        |    | Mu |   |   |   |   |   |   |                                  |        |    |   |   |   |   |   |   |   |    |
| Japanese                                |                                  |                              |    |   |   |    | M |   |   |   |                                  |        |    |    |   |   |   |   |   |   |                                  |        |    |    |   |   |   |   |   |   |                                  |        |    |   |   |   |   |   |   |   |    |
| Technology                              |                                  |                              |    |   |   |    |   |   |   |   |                                  |        |    |    |   |   |   |   |   |   |                                  |        | M  |    |   |   |   |   |   |   |                                  |        |    |   |   |   |   |   |   |   |    |
| Health                                  |                                  |                              |    | M |   |    |   |   |   |   |                                  |        | M  |    |   |   |   |   |   |   |                                  | M      |    |    |   |   |   |   |   |   |                                  | M      |    |   |   |   |   |   |   |   |    |
| PE                                      |                                  | P                            | P  | P | P | P  |   |   |   |   | M                                |        |    |    |   |   |   |   |   |   |                                  |        | M  |    |   |   |   |   |   |   |                                  | M      |    |   |   |   |   |   |   |   |    |

**TYPE OF ASSESSMENT INSTRUMENT**

|   |    |                 |   |                              |
|---|----|-----------------|---|------------------------------|
| Investigation                                   |    | Diagnostic      |   | Exam/test                    |
| Oral / dramatic piece (R –Reading) (Mu – Music) | M  | Monitoring      | P | Portfolio/Collection of work |
| Written (m – moderation) (Mu – music)           |    | Not taught here |   | Multi-media                  |
| Short Answer                                    |    | Project         |   | Diagram /annotated / table   |
| Poster / brochure                               |    | Written & Oral  |   | Physical skill demo          |
| Visual art piece / drawing etc                  | PT | Pre-test        |   | Object construction / model  |
| <b>Presentation of choice</b>                   |    |                 |   |                              |

| YEAR 2/3                   |   | TERM 1                       |                               |   |   |   |   |   |   |   |    | TERM 2  |                               |   |   |   |   |   |   |   |    | TERM 3  |                               |   |   |   |   |   |   |   |    | TERM 4  |                               |   |   |   |   |   |   |   |    |
|----------------------------|---|------------------------------|-------------------------------|---|---|---|---|---|---|---|----|---------|-------------------------------|---|---|---|---|---|---|---|----|---------|-------------------------------|---|---|---|---|---|---|---|----|---------|-------------------------------|---|---|---|---|---|---|---|----|
|                            |   | 1                            | 2                             | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1       | 2                             | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1       | 2                             | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1       | 2                             | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|                            |   | English (M – ongoing weekly) | PT                            | M |   |   |   |   |   |   |    |         | P                             |   |   | M |   |   |   |   |    |         |                               |   |   |   | M |   |   |   |    |         | P                             |   |   |   | M |   |   |   | R  |
| Maths (M – ongoing weekly) |   |                              |                               |   |   |   |   |   |   |   |    |         |                               |   |   |   |   |   |   |   |    |         |                               | M |   |   |   |   |   |   | P  |         |                               |   |   |   |   |   |   |   |    |
| Inquiry                    | M | Written                      | <b>Presentation of choice</b> |   |   |   |   |   |   |   | M  | Written | <b>Presentation of choice</b> |   |   |   |   |   |   |   | M  | Written | <b>Presentation of choice</b> |   |   |   |   |   |   |   | M  | Written | <b>Presentation of choice</b> |   |   |   |   |   |   |   |    |
| Arts (Music = mu)          |   |                              |                               |   |   |   |   |   |   |   |    |         |                               | M |   |   |   |   |   |   |    |         |                               |   |   |   |   |   |   |   |    |         |                               |   |   |   |   |   |   |   |    |
| Technology                 |   |                              |                               |   |   |   |   |   |   |   |    |         |                               | M |   |   |   |   |   |   |    |         |                               |   | M |   |   |   |   |   |    |         |                               |   |   |   |   |   |   |   |    |
| Japanese                   |   |                              |                               |   |   |   |   | M |   |   |    |         |                               |   |   |   |   |   |   |   |    |         |                               |   |   |   |   | M |   |   |    |         |                               |   |   |   |   |   |   |   |    |
| Health / HPE               |   |                              |                               | M |   |   |   |   |   |   | P  |         |                               |   | M |   |   |   |   |   |    |         |                               |   |   |   |   |   |   |   | P  |         |                               |   | M |   |   |   |   |   |    |

**TYPE OF ASSESSMENT INSTRUMENT**

|                                |    |                 |  |                              |
|--------------------------------|----|-----------------|--|------------------------------|
| Investigation                  |    | Diagnostic      |  | Exam/test                    |
| Oral / dramatic piece          | M  | Monitoring      |  | Portfolio/Collection of work |
| Written (Na = Naplan)          |    | Not taught here |  | Multi-media                  |
| Short Answer                   |    | Project         |  | Diagram /annotated/table     |
| Poster / brochure              |    | Written & Oral  |  | Physical skill demo          |
| Visual art piece / drawing etc | PT | Pre-test        |  | Object construction / model  |
| Presentation of choice         |    |                 |  |                              |

| YEAR 3                     |   | TERM 1                       |                        |    |   |   |   |   |   |   |    | TERM 2 |         |                        |   |    |   |    |   |   |    | TERM 3 |   |         |                        |   |   |   |   |   |    | TERM 4 |   |   |         |                        |    |   |    |    |    |  |   |  |  |  |  |  |  |  |
|----------------------------|---|------------------------------|------------------------|----|---|---|---|---|---|---|----|--------|---------|------------------------|---|----|---|----|---|---|----|--------|---|---------|------------------------|---|---|---|---|---|----|--------|---|---|---------|------------------------|----|---|----|----|----|--|---|--|--|--|--|--|--|--|
|                            |   | 1                            | 2                      | 3  | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1      | 2       | 3                      | 4 | 5  | 6 | 7  | 8 | 9 | 10 | 1      | 2 | 3       | 4                      | 5 | 6 | 7 | 8 | 9 | 10 | 1      | 2 | 3 | 4       | 5                      | 6  | 7 | 8  | 9  | 10 |  |   |  |  |  |  |  |  |  |
|                            |   | English (M – ongoing weekly) |                        | PT |   |   | M |   |   |   |    |        | PT      |                        |   |    |   | Na |   |   |    |        |   | M       | M                      | M | M |   | M |   |    |        |   |   |         |                        | PT | R | RM | R  | R  |  |   |  |  |  |  |  |  |  |
| Maths (M – ongoing weekly) |   |                              |                        |    |   |   |   |   |   |   |    |        |         |                        |   | Na |   |    |   |   |    |        |   |         |                        |   |   |   |   |   |    |        |   |   |         |                        |    |   |    |    |    |  |   |  |  |  |  |  |  |  |
| Inquiry                    | M | Written                      | Presentation of choice |    |   |   |   |   |   |   |    | M      | Written | Presentation of choice |   |    |   |    |   |   |    |        | M | Written | Presentation of choice |   |   |   |   |   |    |        |   | M | Written | Presentation of choice |    |   |    |    |    |  |   |  |  |  |  |  |  |  |
| Arts (Mus = music)         |   |                              |                        |    |   |   |   |   |   |   |    |        |         |                        |   |    |   |    |   |   |    |        |   |         |                        |   |   |   |   |   |    |        |   |   |         |                        |    |   |    |    |    |  |   |  |  |  |  |  |  |  |
| Design Technology          |   |                              |                        |    | M |   |   |   |   |   |    |        |         |                        |   |    |   |    |   |   |    |        |   |         |                        |   |   |   |   |   |    |        |   |   |         |                        |    |   |    |    | M  |  |   |  |  |  |  |  |  |  |
| Digital Technology         |   |                              |                        |    | M |   |   |   |   |   |    |        |         |                        |   |    |   |    |   |   |    |        |   |         |                        | M |   |   |   |   |    |        |   |   |         |                        |    |   |    |    |    |  |   |  |  |  |  |  |  |  |
| Japanese                   |   |                              |                        |    |   |   | M |   |   |   |    |        |         |                        |   |    |   |    |   |   |    |        |   |         |                        |   |   |   |   |   |    |        |   |   |         |                        |    |   |    |    |    |  |   |  |  |  |  |  |  |  |
| Health                     |   |                              |                        |    |   | M |   |   |   |   |    |        |         |                        |   | M  |   |    |   |   |    |        |   |         |                        |   | M |   |   |   |    |        |   |   |         |                        |    |   |    |    | M  |  |   |  |  |  |  |  |  |  |
| HPE                        |   |                              |                        |    | M |   |   |   |   |   |    |        |         |                        |   | M  |   |    |   |   |    |        |   |         |                        |   |   | M |   |   |    |        |   |   |         |                        |    |   |    | PT |    |  | M |  |  |  |  |  |  |  |

**TYPE OF ASSESSMENT INSTRUMENT**

|                                |    |                 |  |                              |
|--------------------------------|----|-----------------|--|------------------------------|
| Investigation                  |    | Diagnostic      |  | Exam/test                    |
| Oral / dramatic piece          | M  | Monitoring      |  | Portfolio/Collection of work |
| Written                        |    | Not taught here |  | Multi-media                  |
| Short Answer                   |    | Project         |  | Diagram /annotated/ table    |
| Poster / brochure              |    | Written & Oral  |  | Physical skill demo          |
| Visual art piece / drawing etc | PT | Pre-test        |  | Object construction / model  |
| Presentation of choice         |    |                 |  |                              |

| YEAR 4                     |                        | TERM 1                       |   |   |   |   |   |   |   |   |                        | TERM 2 |    |   |   |   |   |   |   |   |                        | TERM 3 |   |    |   |   |   |   |   |   |                        | TERM 4 |   |   |   |   |   |   |   |   |    |  |    |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|----------------------------|------------------------|------------------------------|---|---|---|---|---|---|---|---|------------------------|--------|----|---|---|---|---|---|---|---|------------------------|--------|---|----|---|---|---|---|---|---|------------------------|--------|---|---|---|---|---|---|---|---|----|--|----|--|--|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|                            |                        | 1                            | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10                     | 1      | 2  | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10                     | 1      | 2 | 3  | 4 | 5 | 6 | 7 | 8 | 9 | 10                     | 1      | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |    |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                            |                        | English (M – ongoing weekly) |   |   |   |   | M |   |   |   |                        |        | PT |   |   |   |   | M |   |   |                        |        |   | PT |   | M |   |   |   |   |                        |        |   |   |   |   |   |   |   |   |    |  | PT |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Maths (M – ongoing weekly) |                        |                              |   |   |   |   |   |   |   |   |                        |        |    |   |   |   |   |   |   |   |                        |        |   |    |   |   |   |   |   |   |                        |        |   |   |   |   |   |   |   |   |    |  |    |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inquiry                    | Presentation of choice |                              |   |   |   |   |   |   |   |   | Presentation of choice |        |    |   |   |   |   |   |   |   | Presentation of choice |        |   |    |   |   |   |   |   |   | Presentation of choice |        |   |   |   |   |   |   |   |   |    |  |    |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Arts                       |                        |                              |   |   | M |   |   |   |   |   | PT                     |        |    |   | M |   |   |   |   |   |                        |        |   |    |   | M |   |   |   |   |                        |        |   |   |   |   |   |   |   |   |    |  |    |  |  | M |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Technology                 |                        |                              |   |   |   |   |   |   |   |   |                        | M      |    |   |   | P | P |   |   |   |                        |        |   |    |   |   |   |   |   |   |                        |        |   |   |   |   |   |   |   |   |    |  |    |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| HPE                        |                        |                              |   |   |   |   |   |   |   |   |                        |        |    |   |   |   |   |   |   |   |                        |        |   |    |   |   |   |   |   |   |                        |        |   |   |   |   |   |   |   |   |    |  |    |  |  |   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Health                     |                        |                              |   |   | M |   |   |   |   |   |                        |        |    |   |   | M |   |   |   |   |                        |        |   |    |   |   | M |   |   |   |                        |        |   |   |   |   |   |   |   |   |    |  |    |  |  |   | M |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Japanese                   |                        |                              |   |   | M |   |   | M |   |   |                        |        |    |   |   |   |   |   |   |   |                        |        |   |    |   |   |   |   |   |   |                        |        |   |   |   |   |   |   |   |   |    |  |    |  |  |   | M |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**TYPE OF ASSESSMENT INSTRUMENT**

|                                |                          |                              |
|--------------------------------|--------------------------|------------------------------|
| Investigation                  | Diagnostic               | Exam/test                    |
| Oral / dramatic piece          | M Monitoring / formative | Portfolio/Collection of work |
| Written                        | Not taught here          | Multi-media                  |
| Short Answer                   | Project                  | Diagram /annotated/table     |
| Poster / brochure              | Written & Oral           | Physical skill demo          |
| Visual art piece / drawing etc | PT Pre-test              | Object construction / model  |

| YEAR 5                     |           | TERM 1                       |   |   |   |   |   |   |   |   |           | TERM 2                 |    |   |   |   |   |   |   |   |           | TERM 3                 |   |    |   |   |   |   |   |   |           | TERM 4                 |   |   |   |   |   |   |   |   |    |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|----------------------------|-----------|------------------------------|---|---|---|---|---|---|---|---|-----------|------------------------|----|---|---|---|---|---|---|---|-----------|------------------------|---|----|---|---|---|---|---|---|-----------|------------------------|---|---|---|---|---|---|---|---|----|--|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|                            |           | 1                            | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10        | 1                      | 2  | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10        | 1                      | 2 | 3  | 4 | 5 | 6 | 7 | 8 | 9 | 10        | 1                      | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|                            |           | English (M – ongoing weekly) |   | M |   |   | M |   |   |   |           |                        | PT |   |   | M |   |   | M |   |           |                        |   | PT |   |   |   |   | M |   |           |                        |   |   |   |   |   |   |   |   | PT |  | M |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Maths (M – ongoing weekly) |           |                              |   |   | M |   |   |   |   |   |           |                        |    |   |   |   |   |   |   |   |           |                        |   |    |   |   |   |   |   |   |           |                        |   |   |   |   |   |   |   |   | PT |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Inquiry                    | M Written | Presentation of choice       |   |   |   |   |   |   |   |   | M Written | Presentation of choice |    |   |   |   |   |   |   |   | M Written | Presentation of choice |   |    |   |   |   |   |   |   | M Written | Presentation of choice |   |   |   |   |   |   |   |   |    |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Arts                       |           |                              |   |   | M |   |   |   |   |   |           |                        |    |   | M |   |   |   |   |   |           |                        |   |    |   |   |   |   |   |   |           |                        |   |   |   |   |   |   |   |   |    |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Technology                 |           |                              |   |   | M |   |   |   |   |   |           |                        |    |   | M |   |   |   |   |   |           | KIDPRENEUR             |   |    |   |   | M |   |   |   |           |                        |   |   |   |   |   |   |   |   |    |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Health                     |           |                              |   |   | M |   |   |   |   |   |           |                        |    |   | M |   |   |   |   |   |           |                        |   |    |   |   | M |   |   |   |           |                        |   |   |   |   |   |   |   |   |    |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| HPE                        |           |                              |   |   | M |   |   |   |   |   |           |                        |    |   |   |   |   |   |   |   |           |                        |   |    |   |   |   |   |   |   |           |                        |   |   |   |   |   |   |   |   |    |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Languages                  |           |                              |   |   |   | M |   |   |   |   |           |                        |    |   |   |   |   |   |   |   |           |                        |   |    |   |   |   |   |   |   |           |                        |   |   |   |   |   |   |   |   |    |  |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |



**TYPE OF ASSESSMENT INSTRUMENT**

|                                |    |                  |  |                              |             |
|--------------------------------|----|------------------|--|------------------------------|-------------|
| Investigation                  |    | Diagnostic       |  | Exam/test                    | R - Reading |
| Oral / dramatic piece          | M  | Monitoring       |  | Portfolio/Collection of work |             |
| Written                        |    | Not taught here  |  | Multi-media                  |             |
| Short Answer                   |    | Project (object) |  | Diagram /annotated           |             |
| Poster / brochure              |    | Written & Oral   |  | Physical skill demo          |             |
| Visual art piece / drawing etc | PT | Pre-test         |  | Object construction / model  |             |

| YEAR 6                     |                                  | TERM 1                       |   |   |   |   |   |   |   |   |                                  | TERM 2 |    |   |   |   |   |   |   |   |                                  | TERM 3 |    |   |   |   |   |   |   |   |                                  | TERM 4 |   |   |   |   |    |   |   |   |    |  |  |  |
|----------------------------|----------------------------------|------------------------------|---|---|---|---|---|---|---|---|----------------------------------|--------|----|---|---|---|---|---|---|---|----------------------------------|--------|----|---|---|---|---|---|---|---|----------------------------------|--------|---|---|---|---|----|---|---|---|----|--|--|--|
|                            |                                  | 1                            | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10                               | 1      | 2  | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10                               | 1      | 2  | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10                               | 1      | 2 | 3 | 4 | 5 | 6  | 7 | 8 | 9 | 10 |  |  |  |
|                            |                                  | English (M – ongoing weekly) |   | M |   |   | M |   |   |   |                                  |        | PT |   |   | M |   | M |   |   |                                  |        | PT |   |   |   | M |   |   |   |                                  |        |   |   |   |   | PT |   | M |   |    |  |  |  |
| Maths (M – ongoing weekly) |                                  |                              | M |   |   |   |   |   |   |   |                                  |        |    | M |   |   |   |   |   |   |                                  |        |    |   | M |   |   |   |   |   |                                  |        |   |   |   | M |    |   |   |   |    |  |  |  |
| Inquiry                    | M Written Presentation of choice |                              |   |   |   |   |   |   |   |   | M Written Presentation of choice |        |    |   |   |   |   |   |   |   | M Written Presentation of choice |        |    |   |   |   |   |   |   |   | M Written Presentation of choice |        |   |   |   |   |    |   |   |   |    |  |  |  |
| Arts -                     |                                  |                              |   | M |   |   |   |   |   |   |                                  |        |    | M |   |   |   |   |   |   |                                  |        |    |   |   |   |   |   |   |   |                                  |        |   |   |   |   |    |   |   |   |    |  |  |  |
| Technology - digl          |                                  |                              |   |   |   |   |   |   |   | M |                                  |        |    |   |   |   |   |   |   |   |                                  |        |    |   |   |   |   |   |   |   |                                  |        |   |   |   |   |    |   |   |   |    |  |  |  |
| HPE                        |                                  |                              |   |   |   |   |   |   |   |   |                                  |        |    |   |   |   |   |   |   |   |                                  |        |    |   |   |   |   |   |   |   |                                  |        |   |   |   |   |    |   |   |   |    |  |  |  |
| Health                     |                                  |                              |   |   |   |   |   |   |   |   |                                  |        |    |   |   |   |   |   |   |   |                                  |        |    |   |   |   |   |   |   |   |                                  |        |   |   |   |   |    |   |   |   |    |  |  |  |
| Languages                  |                                  |                              |   |   |   |   |   |   |   |   |                                  |        |    |   |   |   |   |   |   |   |                                  |        |    |   |   |   |   |   |   |   |                                  |        |   |   |   | R |    |   |   |   |    |  |  |  |

**Reporting**

Cannonvale State School issues an End-Of-Semester report using Oneschool formats twice yearly at the end of Terms 2 and 4. Student-Parent-Teacher conferences are offered at the end of Terms 1 and 3.

[BACK TO TOP](#)