

## ENGLISH

YEAR LEVEL	TERM 1	TERM 2	TERM 3	TERM 4
PREP	<p><b><i>Enjoying our new world</i></b></p> <p>Learners 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.</p>	<p><b><i>Enjoying and retelling stories</i></b></p> <p>Learners will listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain through retelling events.</p>	<p><b><i>Interacting with others</i></b></p> <p>Learners listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge and a range of language features.</p>	<p><b><i>Responding to text</i></b></p> <p>Learners will have multiple opportunities to read, examine and respond to literature and explore text structure and organisation.</p> <p>Learners will create a short imaginative multimodal text that includes illustrations.</p>
YEAR 1	<p><b><i>Explaining how a story works</i></b></p> <p>Learners listen to, read and view a range of written picture books, including stories from Aboriginal cultures and Torres Strait Islander cultures. They retell events of a familiar story using text structure and repetition. Learners respond to imaginative stories making connections between personal experiences and the text.</p>	<p><b><i>Exploring characters in stories</i></b></p> <p>Learners listen to, read, view and interpret spoken, written and multimodal literary texts to identify some features of characters in these texts and to create character descriptions.</p> <p><b><i>Engaging with poetry</i></b></p> <p>Learners listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting. Learners recite a poem to the class.</p>	<p><b><i>Examining the language of communication — questioning</i></b></p> <p>Learners listen to, read, view and interpret texts with animal characters to explore how they reflect human qualities. Learners create an animal character to be included in a literary text, and discuss their choices in an interview.</p> <p><b><i>Retelling cultural stories</i></b></p> <p>Learners listen to, read, view and interpret picture books and stories from different cultures. They write, present and read a retelling of their favourite story to an audience of peers.</p>	<p><b><i>Creating digital procedural texts</i></b></p> <p>Learners listen to, read, view and interpret traditional and digital multimodal texts to explore the language features and text structures of procedural texts in imaginative and informative contexts.</p>

YEAR 2

**Reading, writing and performing poetry**

Learners read and listen to a range of poems to create a poetry innovation. Learners present their poem or rhyme to a familiar audience and explain their preference for aspects of poems.

**Stories of families and friends**

Learners explore texts to analyse how stories convey a message about issues that relate to families and friends. Learners will write an imaginative new narrative about family relationships and/or friendships for a familiar animal character.

**Exploring characters**

Learners read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Learners identify character qualities in texts. They compare how similar characters are depicted in two literary texts and write a text expressing a preference for one character, giving reasons.

**Exploring procedural text**

Learners listen to, read and view a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text. Learners create, rehearse and present a procedure in front of their peers.

**Exploring informative texts**

Learners read, view and listen to a range of texts to comprehend and compare the text structures and language features of imaginative and informative texts. Learners create an informative text with a supporting image.

**Exploring plot and characterisation in stories**

Learners explore a variety of stories in picture books and from other cultures to explore how stories use plot and characterisation to entertain and engage an audience. Learners create a written imaginative event to be added to a familiar narrative, with appropriate images that match the text.

YEAR 3

***Analysing and creating persuasive texts***

Learners read, view and analyse persuasive texts. Learners demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience. They use this language to create their own persuasive texts.

***Investigating characters***

Learners listen to, view and read a novel to explore the authors' use of descriptive language in the construction of characters. They complete a reading log that analyses characters from the novel. Learners read an extract from the novel and answer questions using comprehension strategies to build literal and inferred meaning of the text. They write a short imaginative narrative based on a familiar theme.

***Exploring character and setting in texts***

Learners listen to, read, view and analyse informative and literary texts. They create and present a spoken procedure in the role of a character. They make inferences about characters and settings and draw connections between the text and their own experiences. Learners write a persuasive letter that links to the literary text.

***Examining stories from different perspectives***

Learners listen to, view, read and compare a range of stories, with a focus on different versions of the same story. They comprehend stories and create a spoken retelling of a story from a different perspective.

***Examining imaginative texts***

Learners listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual features used to suit context, purpose and audience. They create a multimodal imaginative text.

***Reading, responding to and writing***

Australian poetry and people's stories  
Learners listen to, read, view and adapt Australian poems. They analyse texts by exploring the context, purpose and audience and how language features and language devices can be adapted to create new meaning. Learners write and present to a familiar audience, an adaptation of a poem, using appropriate speaking skills. Learners read a rhyming text and explore ways in which the language features and devices can be highlighted in performance through the use of pace, pitch, tone, volume and gesture.

**YEAR 4**

***Examining traditional stories***

Learners read and analyse traditional stories from Asia and from Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. They demonstrate understanding of the stories by identifying structural and language features, finding literal and inferred meaning and explaining the message or moral. Learners plan, create and present a traditional story, which includes a moral for a younger audience.

***Examining persuasion in advertisements and product packaging***

Learners recognise and analyse characteristic ideas and persuasive techniques including language features and devices, audio effects and visual composition in advertisements and their impact on the target audience. Learners use appropriate metalanguage to describe the effects of persuasive techniques used on a breakfast cereal package and report these to peers.

***Exploring recounts set in the past***

Learners listen to, read and explore a variety of historical texts including historical and literary recounts written from different people's perspectives. Learners answer questions about different historical texts and present an account of events in the role of a person who was present at the arrival of the First Fleet.

***Examining humour in poetry***

Learners read and listen to a range of humorous poems by different authors. They identify structural features and poetic language devices in humorous poetry. They use this knowledge to innovate on poems and evaluate the poems by expressing a personal viewpoint using evidence from the poem.

***Exploring a quest novel***

Learners read and analyse a quest novel. Throughout the unit, learners are monitored as they post comments and respond to others' comments in a discussion board to demonstrate understanding of the quest novel. Learners also write a short response explaining how the author represents the main character in an important event in the quest novel.

YEAR 5

**Examining and creating fantasy texts**

Learners listen to, read and interpret a novel from the fantasy genre showing understanding of character development in relation to plot and setting. They demonstrate the ability to analyse the development of a main character through a written response. They create the first chapter of a fantasy novel, depicting contrasting fantasy characters in relation to setting and plot.

**Examining media texts**

Learners 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. Learners apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts. They create a digital, multimodal feature article, including written and visual elements, from a particular viewpoint.

**Examining characters in animated film**

Learners listen to, read, view and interpret a range of multimodal texts including comics, cartoons and animations. They produce a digital multimodal short story exploring a character's behaviour when faced with an ethical dilemma.

**Appreciating poetry**

Learners listen to, read and view a range of poetry, including anthems, odes and other lyric poems from different contexts. They will interpret and evaluate poems, analysing how text structures and language features have been constructed by the poet, for specific purposes and effects.

**Responding to poetry**

Learners listen to, read and view a range of poetry, including narrative poems, to create a transformation of a narrative poem to a digital multimodal narrative

**Exploring narrative through novels and film**

Learners listen to, read and view films and novels with a range of characters and involving flashbacks or shifts in time. They demonstrate understanding of the depiction of characters, setting and events in a chosen film. They create a written comparison of a novel and the film adaptation. Learners express and justify opinions about aspects of the novels and films during group discussions.

YEAR 6

**Short stories**

Learners listen to and read short stories by different authors. They investigate the ways authors use text structure, language features and strategies to create humorous effects.

Learners complete a comprehension task about a particular short story and other short stories they have read. They write a short story about a character that faces a conflict.

Learners also reflect on the writing process when making and explaining editorial choices

**Examining advertising in the media**

Learners read, view and listen to advertisements in print and digital media. They understand how language and text features can be combined for persuasive effect. They demonstrate their understanding of advertising texts' persuasive features through the creation of their own digital multimodal advertisement and an explanation of creative choices.

**Exploring news reports in the media**

Learners listen to, read and view a variety of news reports from television, radio and the internet. Learners identify and analyse bias in media reports. They evaluate the effectiveness of language devices that represent ideas and events with the intent to influence an audience. They create a written response to a news report.

**Interpreting literary texts**

Learners listen to, read and view extracts from literary texts set in earlier times. They demonstrate their understanding of how the events and characters are created within historical contexts. They create a literary text that establishes time and place for the reader and explores personal experiences.

**Comparing texts**

Learners listen to, read, view and analyse literary and informative texts on the same topic. Learners explore and evaluate how topics and messages are conveyed through both literary (imaginative) and informative texts, including digital texts. Learners identify the author's purpose and analyse similarities and differences in texts. They compare and analyse the effectiveness of each text in its ability to deliver a message. They write arguments persuading others to a particular point of view using specific structural and language features studied during the unit.

Learners transform an informative text into a literary text for younger audiences.

**Exploring literary texts by the same author**

Learners listen to and read novels by the same author to identify language choices and author strategies used to influence the reader. They compare two novels by the same author to identify aspects of author style. Learners prepare a response analysing author style in the novel, and participate in a panel discussion.

# MATHS

YEAR LEVEL	TERM 1	TERM 2	TERM 3	TERM 4
<b>PREP</b>	<p><i>Unit 1</i></p> <p>Engage in activities across the five contexts of learning — focused teaching &amp; learning, investigations, active learning, real-life situations, routines &amp; transitions.</p> <p>Learners have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> <li>○ Number and place value</li> <li>○ Patterns and algebra</li> <li>○ Using units of measurement</li> <li>○ Shape</li> <li>○ Location and transformation</li> </ul>	<p><i>Unit 2</i></p> <p>Engage in activities across the five contexts of learning — focused teaching &amp; learning, investigations, active learning, real-life situations, routines &amp; transitions.</p> <p>Learners have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> <li>○ Number and place value</li> <li>○ Patterns and algebra</li> <li>○ Using units of measurement</li> <li>○ Shape</li> <li>○ Location and transformation</li> </ul>	<p><i>Unit 3</i></p> <p>Engage in activities across the five contexts of learning — focused teaching &amp; learning, investigations, active learning, real-life situations, routines &amp; transitions.</p> <p>Learners have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> <li>○ Number and place value</li> <li>○ Patterns and algebra</li> <li>○ Using units of measurement</li> <li>○ Data representation and interpretation</li> </ul>	<p><i>Unit 4</i></p> <p>Engage in activities across the five contexts of learning — focused teaching &amp; learning, investigations, active learning, real-life situations, routines &amp; transitions.</p> <p>Learners have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> <li>○ Number and place value</li> <li>○ Using units of measurement</li> <li>○ Location and transformation</li> </ul>
<b>YEAR 1</b>	<p><i>Unit 1</i></p> <p>Learners develop understandings of:</p> <ul style="list-style-type: none"> <li>○ Number and place value</li> <li>○ Using units of measurement</li> <li>○ Chance</li> <li>○ Data representation and interpretation</li> </ul>	<p><i>Unit 2</i></p> <p>Learners develop understandings of:</p> <ul style="list-style-type: none"> <li>○ Number and place value</li> <li>○ Using units of measurement</li> <li>○ Fractions and decimals</li> <li>○ Money and financial mathematics</li> <li>○ Patterns and algebra</li> <li>○ Shape</li> <li>○ Location and transformation</li> </ul>	<p><i>Unit 3</i></p> <p>Learners develop understandings of:</p> <ul style="list-style-type: none"> <li>○ Number and place value</li> <li>○ Using units of measurement</li> <li>○ Money and financial mathematics</li> <li>○ Patterns and algebra</li> <li>○ Shape</li> <li>○ Location and transformation</li> </ul>	<p><i>Unit 4</i></p> <p>Learners develop understandings of:</p> <ul style="list-style-type: none"> <li>○ Number and place value</li> <li>○ Chance</li> <li>○ Fractions and decimals</li> <li>○ Patterns and algebra</li> <li>○ Data representation and interpretation</li> </ul>

<p>YEAR 2</p>	<p><i>Unit 1</i></p> <p>Learners develop understandings of:</p> <ul style="list-style-type: none"> <li>○ Number and place value</li> <li>○ Using units of measurement</li> <li>○ Chance</li> <li>○ Data representation and interpretation</li> </ul>	<p><i>Unit 2</i></p> <p>Learners develop understandings of:</p> <ul style="list-style-type: none"> <li>○ Number and place value</li> <li>○ Fractions and decimals</li> <li>○ Using units of measurement</li> <li>○ Patterns and algebra</li> <li>○ Money and financial mathematics</li> <li>○ Shape</li> <li>○ Location and transformation</li> </ul>	<p><i>Unit 3</i></p> <p>Learners develop understandings of:</p> <ul style="list-style-type: none"> <li>○ Number and place value</li> <li>○ Fractions and decimals</li> <li>○ Using units of measurement</li> <li>○ Money and financial mathematics</li> <li>○ Location and transformation</li> </ul>	<p><i>Unit 4</i></p> <p>Learners develop understandings of:</p> <ul style="list-style-type: none"> <li>○ Number and place value</li> <li>○ Fractions and decimals</li> <li>○ Using units of measurement</li> <li>○ Patterns and algebra</li> <li>○ Chance</li> <li>○ Data representation and interpretation</li> <li>○ Shape</li> <li>○ Location and transformation</li> </ul>
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YEAR 3	<p><i>Unit 1</i></p> <p>Learners develop understandings of:</p> <ul style="list-style-type: none"> <li>○ Number and place value</li> <li>○ Using units of measurement</li> <li>○ Chance</li> <li>○ Data representation and interpretation</li> </ul>	<p><i>Unit 2</i></p> <p>Learners develop understandings of:</p> <ul style="list-style-type: none"> <li>○ Number and place value</li> <li>○ Fractions and decimals</li> <li>○ Money and financial mathematics</li> <li>○ Patterns and algebra</li> <li>○ Shape</li> <li>○ Location and transformation</li> <li>○ Geometric reasoning</li> </ul>	<p><i>Unit 3</i></p> <p>Learners develop understandings of:</p> <ul style="list-style-type: none"> <li>○ Number and place value</li> <li>○ Using units of measurement</li> <li>○ Fractions and decimals</li> <li>○ Money and financial mathematics</li> <li>○ Patterns and algebra</li> <li>○ Location and transformation</li> </ul>	<p><i>Unit 4</i></p> <p>Learners develop understandings of:</p> <ul style="list-style-type: none"> <li>○ Number and place value</li> <li>○ Using units of measurement</li> <li>○ Fractions and decimals</li> <li>○ Chance</li> <li>○ Data representation and interpretation</li> <li>○ Money and financial mathematics</li> <li>○ Shape</li> <li>○ Location and transformation</li> <li>○ Geometric reasoning</li> </ul>
YEAR 4	<p><i>Unit 1</i></p> <p>Learners develop understandings of:</p> <ul style="list-style-type: none"> <li>○ Number and place value</li> <li>○ Fractions and decimals</li> <li>○ Patterns and algebra</li> <li>○ Using units of measurement</li> <li>○ Chance</li> <li>○ Data representation and interpretation</li> </ul>	<p><i>Unit 2</i></p> <p>Learners develop understandings of:</p> <ul style="list-style-type: none"> <li>○ Number and place value</li> <li>○ Fractions and decimals</li> <li>○ Money and financial mathematics</li> <li>○ Shape</li> <li>○ Location and transformation</li> <li>○ Geometric reasoning</li> </ul>	<p><i>Unit 3</i></p> <p>Learners develop understandings of:</p> <ul style="list-style-type: none"> <li>○ Number and place value</li> <li>○ Fractions and decimals</li> <li>○ Patterns and algebra</li> <li>○ Using units of measurement</li> <li>○ Money and financial mathematics</li> <li>○ Shape</li> <li>○ Location and transformation</li> </ul>	<p><i>Unit 4</i></p> <p>Learners develop understandings of:</p> <ul style="list-style-type: none"> <li>○ Number and place value</li> <li>○ Fractions and decimals</li> <li>○ Patterns and algebra</li> <li>○ Using units of measurement</li> <li>○ Data representation and interpretation</li> <li>○ Money and financial mathematics</li> <li>○ Shape</li> </ul>
YEAR 5	<p><i>Unit 1</i></p> <p>Learners develop understandings of:</p> <ul style="list-style-type: none"> <li>○ Number and place value</li> <li>○ Fractions and decimals</li> <li>○ Using units of measurement</li> <li>○ Chance</li> <li>○ Data representation and interpretation</li> </ul>	<p><i>Unit 2</i></p> <p>Learners develop understandings of:</p> <ul style="list-style-type: none"> <li>○ Number and place value</li> <li>○ Fractions and decimals</li> <li>○ Data representation and interpretation</li> <li>○ Patterns and algebra</li> <li>○ Shape</li> <li>○ Location and transformation</li> <li>○ Geometric reasoning</li> </ul>	<p><i>Unit 3</i></p> <p>Learners develop understandings of:</p> <ul style="list-style-type: none"> <li>○ Number and place value</li> <li>○ Fractions and decimals</li> <li>○ Using units of measurement</li> <li>○ Patterns and algebra</li> <li>○ Location and transformation</li> <li>○ Money and financial mathematics</li> </ul>	<p><i>Unit 4</i></p> <p>Learners develop understandings of:</p> <ul style="list-style-type: none"> <li>○ Number and place value</li> <li>○ Fractions and decimals</li> <li>○ Using units of measurement</li> <li>○ Chance</li> <li>○ Data representation and interpretation</li> <li>○ Location and transformation</li> <li>○ Geometric reasoning</li> </ul>

				<ul style="list-style-type: none"> <li>○ Money and financial mathematics</li> </ul>
YEAR 6	<p><i>Unit 1</i></p> <p>Learners develop understandings of:</p> <ul style="list-style-type: none"> <li>○ Number and place value</li> <li>○ Fractions and decimals</li> <li>○ Money and financial mathematics</li> <li>○ Using units of measurement</li> <li>○ Chance</li> <li>○ Data representation and interpretation</li> </ul>	<p><i>Unit 2</i></p> <p>Learners develop understandings of:</p> <ul style="list-style-type: none"> <li>○ Number and place value</li> <li>○ Fractions and decimals</li> <li>○ Patterns and algebra</li> <li>○ Using units of measurement</li> <li>○ Shape</li> <li>○ Geometric reasoning</li> </ul>	<p><i>Unit 3</i></p> <p>Learners develop understandings of:</p> <ul style="list-style-type: none"> <li>○ Number and place value</li> <li>○ Fractions and decimals</li> <li>○ Patterns and algebra</li> <li>○ Money and financial mathematics</li> <li>○ Using units of measurement</li> <li>○ Location and transformation</li> </ul>	<p><i>Unit 4</i></p> <p>Learners develop understandings of:</p> <ul style="list-style-type: none"> <li>○ Number and place value</li> <li>○ Fractions and decimals</li> <li>○ Patterns and algebra</li> <li>○ Chance</li> <li>○ Data representation and interpretation</li> <li>○ Geometric reasoning</li> <li>○ Location and transformation</li> </ul>

## SCIENCE

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

YEAR 1

**Living adventure**

Learners make links between external features of living things and the environments in which they live. They consider how the needs of living things are met in a variety of habitats. They compare differences between healthy and unhealthy habitats, and suggest how changes to habitats can affect how the needs of living things are met. Learners understand that science helps people care for environments and living things and they use science knowledge to recommend changes to improve habitats and care for the environment. They share observations using scientific and everyday language.

**Material madness**

Learners explore how everyday materials can be physically changed in a variety of ways according to their properties. They describe the actions used to physically change materials to make objects for different purposes, understanding that science involves asking questions about and describing changes to objects that are used in their everyday lives. Learners respond to questions, make predictions and participate in guided investigations exploring the effects of making physical changes to materials and objects. They use a range of methods to sort information and collect and record observations, comparing them with the observations of others. They modify a material for a given purpose, test their modifications and compare their observations with predictions.

**Changes around me**

Learners describe the observable features of a variety of landscapes and skies. They consider changes in the sky and landscape and the impact of these changes on themselves and other living things. Learners represent observable features and share ideas with others about changes in the sky and landscapes and how they affect everyday life.

**Light and sound**

Learners explore sources of light and sound. They manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects. They examine how light and sound are and ask questions. They make predictions and share observations, comparing their observations with predictions and with each other. They sort observations and represent and communicate useful in everyday life. They respond to their understandings in a variety of ways.

**YEAR 2**

***Mix, make and use***

Learners investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Learners understand that science involves asking questions about, and describing changes to, familiar objects and materials. They describe changes made to materials when combining them to make an object that has a purpose in everyday life.

Learners pose questions, make predictions and follow instructions to record observations in a guided investigation. They represent and communicate their observations using scientific language.

***Toy factory***

Learners understand how a push or pull affects how an object moves or changes shape. They understand that science involves asking questions about and describing changes in the way an object moves or can be moved and how this knowledge is used in their daily lives. They pose questions and make predictions about changes that can affect how an object moves, and investigate and explain how pushes and pulls cause movement in objects, comparing their observations with predictions. They use informal measurements to make and compare observations about movement and sort information about the way toys move. They then apply this science knowledge in explaining how pushes and pulls can be used to change the movement of a toy or object they create.

***Good to grow***

Learners examine how living things, including plants and animals, change as they grow.

They ask questions about, investigate and compare the changes that occur to different living things during their life stages. Learners consider how Aboriginal peoples and Torres Strait Islander peoples living a traditional lifestyle use the knowledge of life stages of animals and plants in their everyday lives.

They conduct investigations including exploring the growth and life stages of a class animal and plant. Learners respond to questions, make predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas.

***Save planet Earth***

Learners investigate Earth's resources. They describe how Earth's resources are used and the importance of conserving resources for the future of all living things. They use informal measurements to record observations from experiments.

Learners use their science knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources, and decisions they can make in their everyday lives. Learners share their ideas about conservation of Earth's resources in a presentation. Learners learn how Aboriginal and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.

**YEAR 3**

***Is it living?***

Learners learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features. They also explore grouping familiar things into living, non-living, once living things and products of living things. Learners understand that science knowledge helps people to understand the effect of actions. They use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations. Learners identify and use safe practices to make scientific observations and record data about living and non-living things. Learners use scientific language and representations to communicate their observations, ideas and findings.

***Spinning Earth***

Learners use their understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows. They identify the observable and non-observable features of Earth and compare its size with the sun and moon. They make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes. Learners plan and conduct an investigation about shadows and collect data safely using appropriate equipment to record formal measurements. Learners represent their data in tables and simple column graphs to identify patterns and explain their results.

They identify how Aboriginal peoples use knowledge of Earth's movement in their traditional lives. Learners explore the relationship between the sun and Earth to identify where people use science knowledge in their lives. They create a presentation to communicate their understandings and findings about the regular changes on Earth and its rotation.

***Hot stuff***

Learners investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. Learners identify that heat energy transfers from warmer areas to cooler areas. They use their experiences to identify questions about heat energy and make predictions about investigations.

Learners describe how they can use science investigations to respond to questions.

Learners plan and conduct investigations about heat and heat energy transfer and collect and record observations, using appropriate equipment to record measurements. They represent their data in tables and simple column graphs, to identify patterns, explain their results and describe how safety and fairness were considered in their investigations.

***What's the matter?***

Learners understand how a change of state between solid and liquid can be caused by adding or removing heat. They explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. Learners identify how science is involved in making decisions and how it helps people to understand the effect of their actions. They evaluate how adding or removing heat affects materials used in everyday life. They conduct investigations, including identifying investigation questions and making predictions, assessing safety, recording and analysing results, considering fairness and communicating ideas and findings. Learners describe how science investigations can be used to answer questions. They recognise that Australia's First Peoples traditionally used knowledge of solids and liquids in their everyday

YEAR 4

***Here today, gone tomorrow***

In this unit learners will explore natural processes and human activity that cause weathering and erosion of Earth's surface. Learners relate this to their local area, make observations and predict consequences of future occurrences and human activity. They describe situations where science understanding can influence their own and others' actions. They identify questions and make predictions based on prior knowledge. They safely use equipment and make and record observations with accuracy. They suggest explanations for their observations, compare their findings with their predictions and communicate their observations and findings.

***Ready, set, grow!***

Learners investigate life cycles and sequence key stages in the life cycles of plants and animals. They examine relationships between living things and their dependence on each other and on the environment. By considering human and natural changes to the habitats, learners will predict the effect of these changes on living things, including the impact on life cycles and the survival of the species. They identify when science is used to understand the effect of their own and others' actions. They identify investigable questions and make predictions based on prior knowledge. They discuss ways to conduct investigations safely and make and record observations with accuracy. They use tables and column graphs to organise their data, suggest explanations for observations and compare their findings with their predictions. They communicate their observations and findings.

***Fast forces!***

Learners use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects. They use their knowledge of forces to make predictions about games and complete games safely in order to collect data. They use tables and column graphs to organise data and identify patterns so that findings can be communicated. They identify how science knowledge of forces helps people understand the effects of their actions.

***Material use***

They investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. They consider how science involves making predictions and how science knowledge helps people to understand the effect of their actions. They make predictions and use appropriate materials and equipment safely to make and record observations when conducting investigations. They represent data, identify patterns in their results, suggest explanations for their results, compare their results with their predictions, and reflect upon the fairness of their investigations. They complete simple reports to communicate their findings.

**YEAR 5**

***Matter matters***

Learners broaden their classification of matter to include gases and begin to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Learners pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. They represent data and observations in tables and graphs. They identify patterns and relationships in data and compare patterns with their predictions when suggesting explanations. They suggest ways to improve fairness and accuracy of their investigation.

***Our place in the solar system***

Learners describe the key features of our solar system including planets and stars. They discuss scientific developments that have affected people's lives and describe details of contributions to our knowledge of the solar system from a range of people. With guidance, learners will pose questions, plan and conduct investigations to answer questions and solve problems. They decide on variables to change and measure to conduct fair tests. Learners communicate their ideas in a variety of multimodal texts including recording in data sheets and as a report for popular media.

***Now you see it***

Learners investigate the properties of light and the formation of shadows. They investigate reflection angles, how refraction affects our perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects, and the relationship between light source distance and shadow height. They plan investigations including posing questions, making predictions, and following and developing methods. They analyse and represent data and communicate findings using a range of text types, including reports and labelled and ray diagrams. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples' lives.

***Survival in the environment***

Learners analyse the structural features and behavioural adaptations that assist living things to survive in their environment. They understand that science involves using evidence and comparing data to develop explanations. Learners investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments, and use this knowledge to design creatures with adaptations that are suitable for survival in prescribed environments.



**YEAR 6**

***Making changes***

Learners investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions. Learners identify and assess risks, make observations, accurately record data and develop explanations. They suggest improvements, which can be made to their methods to improve investigations.

Learners explore the effects of reversible and irreversible changes in everyday materials and how this scientific understanding is used to solve problems that directly affect people's lives.

***Energy and electricity***

Learners investigate electrical circuits as a means of transferring and transforming electricity. They design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Learners explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production.

They identify where scientific understanding and discoveries related to the production and use of electricity have, affected people's lives. They evaluate personal and community decisions related to use of different energy sources and their sustainability.

***Our changing world***

Learners explore how sudden geological changes and extreme weather events can affect Earth's surface. They consider the effects of earthquakes and volcanoes on the Earth's surface and how communities are affected by these events. They gather, record and interpret data relating to weather and weather events. Learners explore the ways in which scientists are assisted by the observations of people from other cultures, including those throughout Asia. Learners construct representations of cyclones and evaluate community and personal decisions related to preparation for natural disasters. They investigate how predictions regarding the course of tropical cyclones can be improved by gathering data.

***Life on Earth***

Learners explore the environmental conditions that affect the growth and survival of living things. They use simulations to plan and conduct fair tests and analyse the results of these tests. Learners pose questions, plan and conduct investigations into the environmental factors that affect the growth of living things. They gather, record and interpret observations relating to their investigations.

Learners consider human impact on the environment and how science knowledge can be used to inform personal and community decisions. They recommend actions to develop environments for native plants and animals

# HASS

YEAR LEVEL	TERM 1	TERM 2	TERM 3	TERM 4
PREP	<p><b><i>My Family History</i></b></p> <p>Inquiry question: What is my history and how do I know?</p> <p>In this unit, learners:</p> <ul style="list-style-type: none"> <li>• explore the nature and structure of families</li> <li>• identify their own personal history, particularly their own family backgrounds and relationships</li> <li>• examine diversity within their family and others</li> <li>• investigate familiar ways family and friends commemorate past events that are important to them</li> <li>• recognise how stories of families and the past can be communicated through sources that represent past events</li> <li>• present stories about personal and family events in the past that are commemorated.</li> </ul>		<p><b><i>My Special Places</i></b></p> <p>Inquiry question: What are places like and what makes them special?</p> <p>In this unit, learners:</p> <ul style="list-style-type: none"> <li>• draw on studies at the personal scale, including places where they live or other places that are familiar to them</li> <li>• understand that a 'place' has features and a boundary that can be represented on maps or globes</li> <li>• recognise that what makes a 'place' special depends on how people view the place or use the place</li> <li>• observe and represent the location and features of places using pictorial maps and models</li> <li>• examine sources to identify ways that people care for special places</li> <li>• describe special places and the reasons they are special to people reflect on learning to suggest ways they could contribute to the caring of a special place.</li> </ul>	

YEAR 1

***My Changing Life***

Inquiry question: How has my family and daily life changed over time?

In this unit, learners:

- explore family structures and the roles of family members over time
- recognise events that happened in the past may be memorable or have personal significance
- identify and describe important dates and changes in their own lives
- compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences
- respond to questions about the recent past
- sequence and describe events of personal significance using terms to describe the passing of time
- examine sources, such as images, objects and family stories, that have personal significance
- share stories about the past.

***My Changing World***

Inquiry question: What are the features of my local places and how have they changed?

In this unit, learners:

- draw on studies at the personal and local scale, including familiar places, for example, the school, local park and local shops
- recognise that the features of places can be natural, managed or constructed
- identify and describe the natural, constructed and managed features of places
- examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places
- represent local places using pictorial maps and describe local places using the language of direction and location
- respond to questions to find out about the features of places, the activities that occur in places and the care of places
- collect and record geographical data and information, such as observations and interviews to investigate a local place
- reflect on learning to respond to questions about how features of places can be cared for.

YEAR 2

***Present connections to places***

Inquiry question: How are people connected to their place and other places?

In this unit, learners:

- draw on representations of the world as geographical divisions and the location of Australia
- recognise that each place has a location on the surface of the Earth, which can be expressed using direction and location of one place from another
- identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or region-of-the-world scale
- understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world, and that these connections are influenced by purpose, distance and accessibility
- represent connections between places by constructing maps and using symbols
- examine geographical information and data to identify ways people, including Aboriginal and Torres Strait Islander people, are connected to places and factors that influence those connections
- respond with ideas about why significant places should be preserved and how people can act to preserve them.

***Impacts of technology over time***

Inquiry question: *How have changes in technology shaped our daily life?*

In this unit, learners:

- investigate continuity and change in technology used in the home, for example, in toys or household products
- compare and contrast features of objects from the past and present
- sequence key developments in the use of a particular object in daily life over time
- pose questions about objects from the past and present
- describe ways technology has impacted on peoples' lives making them different from those of previous generations
- use information gathered for an investigation to develop a narrative about the past.

YEAR 3

***Our unique communities***

Inquiry question: *How do people contribute to their unique communities?*

In this unit, learners:

- identify individuals, events and aspects of the past that have significance in the present
- identify and describe aspects of their community that have changed and remained the same over time
- explain how and why people participate in and contribute to their communities
- identify a point of view about the importance of different celebrations and commemorations to different groups
- pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions
- sequence information about events and the lives of individuals in chronological order
- communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms.

***Exploring places near and far***

Inquiry question: *How and why are places similar and different?*

In this unit, learners:

- identify connections between people and the characteristics of places
- describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places
- interpret data to identify and describe simple distributions and draw simple conclusions
- record and represent data in different formats, including labelled maps using basic cartographic conventions.
- explain the role of rules in their community and share their views on an issue related to rule-making
- describe the importance of making decisions democratically and propose individual action in response to a democratic issue
- communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.

<p>YEAR 4</p>	<p><b>Early exploration and settlement</b></p> <p>Inquiry question: <i>What were the short- and long-term effects of European settlement?</i></p> <p>In this unit, learners will:</p> <ul style="list-style-type: none"> <li>• explore the diversity of different groups within their local community</li> <li>• consider how personal identity is shaped by aspects of culture, and by the groups to which they belong</li> <li>• examine the purpose of laws and distinguish between rules and laws</li> <li>• make connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australia by the British</li> <li>• investigate the experiences of British explorers, convicts, settlers and Australia’s first peoples, and the impact colonisation had on the lives of different groups of people</li> <li>• analyse the experiences of contact between Australia’s first peoples and others, and the effects these interactions had on people and the environment</li> <li>• draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were and continue to be affected by British colonisation and the enactment of law of terra nullius.</li> </ul>		<p><b>Sustainable use of places</b></p> <p>Inquiry question: <i>How can people use environments more sustainably?</i></p> <p>In this unit, learners will:</p> <ul style="list-style-type: none"> <li>• explore the concept of ‘place’ with a focus on Africa and South America</li> <li>• describe the relative location of places at a national scale</li> <li>• identify how places are characterised by their environments</li> <li>• describe the characteristics of places, including the types of natural vegetation and native animals</li> <li>• examine the interconnections between people and environment and the importance of environments to animals and people</li> <li>• identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places</li> <li>• investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste</li> <li>• recognise the knowledge and practices of Aboriginal and Torres Strait Islander peoples in regards to places and environments</li> <li>• propose actions for caring for the environment and meeting the needs of people.</li> </ul>	
	<p><b>People and the environment</b></p> <p>Inquiry question: <i>How do people and environments influence one another?</i></p> <p>In this unit, learners will investigate:</p>	<p><b>Managing Australian communities</b></p> <p>Inquiry question: <i>How are people and environments managed in Australian communities?</i></p> <p>In this unit, learners will investigate:</p> <ul style="list-style-type: none"> <li>• how places are affected by the</li> </ul>	<p><b>Communities in colonial Australia</b> (1800’s)</p> <p>Inquiry question: <i>How have individuals and groups in the colonial past contributed to the</i></p>	<p><b>Participating in Australian Communities</b></p> <p>Inquiry question: <i>How have people enacted their values and perceptions about their community, other people and places, past and present?</i></p>

YEAR 5

- the characteristics of places in Europe and North America and the location of their major countries in relation to Australia
- the human and environmental factors that influence the characteristics of places and the interconnections between people and environments
- the impact of human actions on the environmental characteristics of places in two countries in Europe and North America
  
- how to complete maps using cartographic conventions
- the language used to describe the relative location of places at a national scale
  
- how to represent and interpret data to identify simple patterns, trends, spatial distribution, infer relationships and draw conclusions.

- interconnection between people, places and environments
- the influence of people on the human characteristics of places, including how the use of space within a place is organised
  - how laws impact on the lives of people in the present
  - the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management
  - environmental challenges in the form of natural hazards
  - ways in which people respond to a geographical challenge and the possible effects of actions.

*development of Australia?*

In this unit, learners will investigate:

- key events related to the development of British colonies in Australia after 1800
- the economic, political and social reasons for colonial developments in Australia after 1800
- aspects of daily life for different groups of people during the colonial period in Australia
- the effects that colonisation had on the lives of Aboriginal peoples and on the environment
- significant developments and events that impacted on the development of colonial Australia, including the gold rushes and inland exploration
- the significance of individuals and groups in shaping the colonies, especially through inland exploration.

In this unit, learners will investigate:

- the key values of Australia's liberal democratic system of government, particularly the values of freedom, equality, fairness and justice
- significant past developments, events, individuals and groups that impacted on the development law and democracy in Australia, particularly the Eureka Stockade and Peter Lalor
  
- representative democracy and voting processes in Australia
- how laws impacted on the lives of people in the past.

YEAR 6

**Australia in the past**

Inquiry question: *How have key figures, events and values shaped Australian society, its system of government and citizenship?*

In this unit, learners:

- examine the key figures, events and ideas that led to Australia's Federation and Constitution
- recognise the contribution of individuals and groups to the development of Australian society since Federation
- investigate the key institutions, people and processes of Australia's democratic and legal system
- locate, collect and interpret information from primary sources
- sequence information about events and the lives of individuals in chronological order
- present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials.

**Australians as citizens**

Inquiry question: *What does it mean to be an Australian citizen?*

*How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?*

In this unit, learners:

- recognise the responsibilities of electors and representatives in Australia's democracy
- consider the shared values, right and responsibilities of Australian citizenship and obligations that people may have as global citizens
- identify different points of view and solutions to an issue
- generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others
- examine continuities and changes in the experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, women and children
- investigate stories of groups of people who migrated to Australia since Federation
- sequence information about events and represent time by creating timelines
- present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials.

**Australia in a diverse world**

Inquiry question: *How do places, people and cultures differ across the world?*

In this unit, learners:

- examine the geographical diversity of the Asia region and the location of its major countries in relation to Australia
- investigate differences in the economic, demographic and social characteristics of countries across the world
- consider the world's cultural diversity, including that of its indigenous peoples
- identify Australia's connections with other countries
- organise and represent data in large- and small-scale maps using appropriate conventions
- interpret data to identify, describe and compare distributions, patterns and trends in the diverse characteristics of places
- present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping communication conventions and discipline-specific terms.

**Making decisions to benefit my community**

Inquiry question: *How can resources be used to benefit individuals, the community and the environment?*

In this unit, learners:

- investigate a familiar community or regional economics or business issue that may affect the individual or the local community
- examine how the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs
- identify the effect that consumer and financial decisions can have on the individual, the broader community and the environment
- recognise the reasons businesses exist and the different ways they provide goods and services
- present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.



## TECHNOLOGIES – DIGITAL AND DESIGN

YEAR LEVEL	TERM 1	TERM 2	TERM 3	TERM 4
PREP	<p><b><i>Design - Grow, grow, grow</i></b></p> <p>In this unit, learners will explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating. They will design solutions for a farm to enable successful food and fibre production and make a food product from garden produce.</p> <p>Learners will apply processes and production skills, in:</p> <ul style="list-style-type: none"> <li>• investigating how food and fibre are grown to meet human needs</li> <li>• generating and developing design ideas for a functional growing environment</li> <li>• producing a simple drawing that represents their design</li> <li>• evaluating their design and presentation processes, using personal preferences</li> <li>• collaborating by working with others and managing by following sequenced steps for the project.</li> </ul>			
YEAR 1			<p><b><i>Design - It's Showtime</i></b></p> <p>In this unit, learners will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a puppet with moving parts to use in a puppet show.</p> <p>Learners will apply processes and production skills, in:</p> <ul style="list-style-type: none"> <li>• investigating materials, technologies for shaping and joining, and how designs meet people's needs</li> <li>• generating and developing design ideas</li> <li>• producing a puppet that meets the design brief</li> <li>• evaluating their design and production processes</li> <li>• collaborating and managing by working with others and by sequencing the steps for the project.</li> </ul>	
	<p><b><i>Design: Engineering principles and systems: Spin it!</i></b></p> <p>In this unit, learners will explore how technologies use forces to create movement in products. They will design and make a spinning toy for a small child that is fun and easy to use. Suggestions for alternate projects are also described. Learners will apply processes and production skills, in:</p> <ul style="list-style-type: none"> <li>• investigating spinning toys from around the world, and analysing how they are made and how</li> </ul>		<p><b><i>Digital: Computers: Handy helpers</i></b></p> <p>In this unit learners will learn and apply Digital Technologies knowledge and skills. They will:</p> <ul style="list-style-type: none"> <li>• Explore how digital and information systems are used for particular purposes in daily life</li> <li>• collect, explore and sort familiar data and use digital systems to present the data</li> </ul>	

YEAR 2	<p>they work</p> <ul style="list-style-type: none"><li>• generating and developing design ideas, and communicating these using simple drawings</li><li>• producing a functional product that appeals to the client</li><li>• evaluating their design and production processes</li><li>• collaborating and managing by working with others and by sequencing the steps for the project.</li></ul>	<p>creatively to convey meaning</p> <ul style="list-style-type: none"><li>• describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts</li><li>• develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps and hiding unnecessary information, when solving simple problems</li><li>• work independently and with others to create and organise ideas and information, and share these with known people in safe online environments.</li></ul>
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YEAR 3	<p><b>Design: What's for Lunch?</b></p> <p>In this unit, learners investigate food and fibre production and food technologies used in modern and traditional societies. They design and make a lunch item that includes modern and traditional technologies. They explore how people in different times developed food and fibre technologies to meet human needs.</p> <p>Learners apply processes and production skills, including:</p> <ul style="list-style-type: none"> <li>• investigating by: <ul style="list-style-type: none"> <li>○ exploring traditional food and fibre production and food technologies</li> <li>○ identifying contemporary technologies for growing food and fibre and preserving and preparing foods</li> </ul> </li> <li>• generating, developing and communicating design ideas for a food product</li> <li>• producing by working safely with equipment and ingredients to create a food product</li> <li>• evaluating design ideas and processes for the product</li> <li>• collaborating as well as working individually throughout the design and production process</li> <li>• managing by sequencing production steps.</li> </ul>	<p><b>Digital Technology: What digital systems do you use?</b></p> <p>In this unit learners will explore and use a range of digital systems including peripheral devices and create a digital solution (an interactive guessing game) using a visual programming language. They will:</p> <ul style="list-style-type: none"> <li>• identify and explore a range of digital systems and their use to meet needs at home, in school and in the local community, and use a range of peripheral devices to transmit data</li> <li>• define simple problems and identify needs</li> <li>• develop technical skills in using a visual programming language to create a digital solution</li> <li>• describe, follow and apply a sequence of steps and decisions (algorithms) in non-digital contexts and when using a visual programming language</li> <li>• implement a simple digital solution that involves branching algorithms and user input when creating a simple guessing game</li> <li>• explain how their solutions and existing information systems, such as learning software, meet personal, school and community needs</li> <li>• develop skills in computational and systems thinking when solving simple problems and creating solutions.</li> </ul>	
YEAR 4		<p><b>Design: Pinball Paradise</b></p> <p>In this unit, learners investigate how forces and the properties of materials affect the behaviour of a product or system. They make a pinball machine and design an environment for its use. They explore the role of people in engineering technology occupations and how they meet client needs.</p> <p>Learners apply processes and production skills, including:</p> <ul style="list-style-type: none"> <li>• investigating by: <ul style="list-style-type: none"> <li>○ exploring games with moving parts</li> <li>○ testing materials, tools and techniques</li> </ul> </li> <li>• exploring techniques for shaping and joining materials and creating mechanisms generating, developing and communicating design ideas</li> </ul>	<p><b>Digital: What's your waste footprint?</b></p> <p>In this unit learners explore and manipulate different types of data and transform data into information. They create a digital solution that presents data as meaningful information to address a school or community issue. They will:</p> <ul style="list-style-type: none"> <li>• recognise different types of data and represent the same data in different ways</li> <li>• collect, access and present data as information using simple software (such as spreadsheets)</li> <li>• explore and describe how a range of common information systems present data as information to meet personal, school and community needs</li> <li>• develop skills in computational and systems thinking when solving</li> </ul>

			<p>for:</p> <ul style="list-style-type: none"><li>○ a pinball machine</li><li>○ a games room environment</li><li>• producing by working safely with components and materials to create a functioning product</li><li>• evaluating design ideas and processes for the product and environment</li><li>• collaborating as well as working individually throughout the design and production<ul style="list-style-type: none"><li>○ managing by sequencing production steps.</li></ul></li></ul>	<p>problems</p> <ul style="list-style-type: none"><li>• plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols</li></ul> <p>explain how existing information systems meet personal, school and community needs.</p>
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YEAR 5

**Digital: A-maze-ing digital designs**

In this unit learners engage in a number of activities, including:

- investigating the functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems
- following, modifying and designing algorithms that include branching and repetition
- developing skills in using a visual programming language within a maze game context
- working collaboratively to create a new maze game.

Learners will apply a range of skills and processes when creating digital solutions. They will:

- define problems by identifying appropriate data and functional requirements
- design a user interface, considering design principles
- follow, modify and design algorithms using simple statements, relating particular programming language statements (steps and decisions) to actions in the game
- implement their game using visual programming
- evaluate how well their solutions meet needs
- plan, create and communicate ideas within a collaborative project, and apply agreed protocols when negotiating, providing feedback, developing plans and sharing online.

**Design: Design for nature**

In this unit, Learners will investigate characteristics and properties of a range of materials, systems, components, tools and equipment, and evaluate their suitability for use. They will design a product to meet an identified need or opportunity for wildlife in their local area.

They will explore the role of people in a range of technologies occupations and the tools and techniques they use. Learners will apply these processes and production skills:

- Investigating and defining by:
  - analysing needs and opportunities for designing
  - analysing technologies and design features used in wildlife management
  - testing tools and techniques with a range of materials
- Generating and documenting design ideas for a wildlife management product
- Producing and implementing a wildlife management product for an identified need
- Evaluating design ideas, processes and solutions against negotiated criteria for success
- Collaborating as well as working individually throughout the process
- Managing by developing project plans that include resources

YEAR 6

**Digital: Data changing our world**

In this unit learners will investigate how information systems meet local and community needs and will create a spreadsheet solution.

Learning opportunities will include:

- exploring how community organisations collect data and present information to meet community needs
- visualising data to create information that is easily understood
- creating a data-driven solution that processes user input to provide information about a reading challenge.

Learners will apply a range of skills and processes when creating digital solutions. They will:

- explore information systems, including systems that deliver community information, and explain how they meet needs
- examine how digital information systems use whole numbers to represent all data
- collect, manage and analyse data using a range of software (such as spreadsheets)
- interpret and visualise data to create information
- define problems by considering the need, the required data, the audience and what features need to be included
- implement a digital solution to solve a defined problem
- apply technical protocols such as devising meaningful file naming conventions and determining safe storage locations to protect data and represent information in ethical ways.

**Design: Engineering principles and systems: Hands off**

In this unit, learners will investigate how electrical energy can control movement, sound or light in a designed product or system.

They will design a solution to an environment's security need and make an electrical device that is part of the solution.

- They will examine the role of people in engineering technology occupations in developing solutions for current and future use.
- Learners will apply the following processes and production skills:
- Investigating by:
  - the analysis of technologies applied in security systems
  - the testing of circuits and devices that control movement, sound or light
- Generating and documenting design ideas for securing environments using technical terms and graphical representation techniques
- Producing a functional device by safely using materials, components, tools and techniques
- Evaluating design ideas, processes and solutions against negotiated criteria for success including sustainability
- Collaborating as well as working individually throughout the process
- Managing by developing project plans that include resources.

## THE ARTS – DRAMA, DANCE, VISUAL, MEDIA

YEAR LEVEL	TERM 1	TERM 2	TERM 3	TERM 4
PREP	<p><b><i>Drama: Stories come to life</i></b></p> <p>In this unit, learners make and respond to drama by using picture books as a stimulus as they bring them to life with voice, movement, soundscapes and improvisations for performance.</p> <p>Learners will:</p> <ul style="list-style-type: none"> <li>• explore role and dramatic action in dramatic play and improvisation</li> <li>• use voice, facial expression, movement, space and focus to imagine and establish role and situation</li> <li>• present drama that communicates ideas based on a picture book</li> <li>• respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal peoples and Torres Strait Islander peoples.</li> </ul>	<p><b><i>Dance: Dancing seasons</i></b></p> <p>In this unit, learners make and respond to dance by exploring dance using seasons as stimulus</p>	<p><b><i>Media Arts: Safe and sound</i></b></p> <p>In this unit, learners will create representations of characters and settings to deliver community safety methods using media art forms.</p> <p>Learners will:</p> <ul style="list-style-type: none"> <li>• explore representations of character through digital forms and presentations of self in media art forms</li> <li>• experiment with images, sound and text</li> <li>• present representations in digital or print form to communicate ideas through posters</li> <li>• describe and discuss the representation of character and safety messages in the work of other students and artists, starting with media from Australia, including media artworks of Aboriginal peoples and Torres Strait Islander peoples to respond to meaning and visual language.</li> </ul>	<p><b><i>Visual Arts: New stories</i></b></p> <p>In this unit, learners create new stories in artworks by collaging characters, objects and landscapes from different artworks.</p>

YEAR 1

**Visual Arts: What are you Thinking?**

In this unit, learners explore how changes in facial features, style and form communicate emotion in portraiture.

Learners will:

- explore the visual language of portraiture in artworks by a range of artists, including Aboriginal and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks
- experiment with visual conventions (drawing, photography) and observation to create self-portraits to communicate emotion
- display artworks and share ideas about emotive visual language choices they made in their artworks
- describe and interpret emotion in self-portraiture.

**Dance : Cultural dance**

In this unit, learners make and respond to dance by exploring dance from other countries and cultural groups as stimulus.

Learners will:

- explore, improvise and organise ideas by exploring dances from countries/cultural groups (as appropriate) to develop their own dance sequences, using the elements of dance (space, time, dynamics, relationships)
- use fundamental movement skills to develop technical skills when practising dance sequences from other countries/communities
- present dance sequences that communicate new dance ideas to an audience
- • respond to dances from a range of countries/communities, considering where and why people dance, including dances of Aboriginal Peoples, Torres Strait Islander Peoples and Asian peoples.

**Media Arts: Safe and sound**

In this unit, learners will create representations of characters and settings to deliver community safety messages using media art forms.

Learners will:

- explore representations of character through digital forms and presentations of self in media art forms
- experiment with images, sound and text
- present representations in digital or print form to communicate ideas through posters
- describe and discuss the representation of character and safety messages in the work of other students and artists, starting with media from Australia, including media artworks of Aboriginal peoples and Torres Strait Islander peoples to respond to meaning and visual language.



YEAR 2

***Drama: Poetry alive***

In this unit, learners make and respond to drama by exploring ways that ideas in poetry can be a stimulus for dramatic action.

***Dance: Dancing characters***

In this unit, learners make and respond to dance by exploring characters in stories and rhymes as stimulus.

***Media Arts: Look Again***

In this unit, learners explore manipulation and representation of self.

Learners will:

- explore self-portrait representations which change reality and the ability of technology to manipulate and present new realities
- experiment with manipulation of still or moving images to present alternate character representations (costume and props; special effects or video effects)
- present manipulated images in digital or print form to share understanding of generational relationships
- describe and discuss what is real and not real in digitally manipulated images in the work of other learners and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples

***Visual Arts: Reinventing objects***

In this unit, learners explore processes of invention and imagination through found object sculpture, drawing and collage to communicate meaning and represent new ideas about change and recycling.

Learners will:

- explore imaginative artworks created from found objects by artists including Aboriginal, Torres Strait Islander and Asian artists, and use this as inspiration to develop their own artworks
- experiment with visual conventions (sculpture, collage, assemblage) to create artworks drawn from imaginative interpretations of real events and experiences
- display artworks and share ideas about visual language choices made in artworks to capture imagination
- describe and interpret artists' use of recycled art materials to communicate ideas.

YEAR 3

***Dance: Celebrating dance***

In this unit, learners make and respond to dance by exploring dance used in celebrations from a range of cultures.

Learners will:

- improvise and structure movement ideas for dance sequences suitable for celebrations using the elements of dance and choreographic devices
- practise technical skills safely in fundamental movements
- perform dances using expressive skills to communicate ideas about celebrations and commemorations
- identify how the elements of dance and production elements express ideas in dance for celebrations including dance by Aboriginal peoples, Torres Strait Islander peoples and Asian peoples.

***Visual Arts: Tiny Worlds***

In this unit, learners explore the communication of diversity in environments through the manipulation of visual language.

Learners will:

- explore and identify purpose and meaning of cultural symbolism in artworks by Aboriginal and Torres Strait Islander peoples and Asian artists to communicate relationships to environments and places
- experiment with visual conventions and visual language to depict personal responses and qualities of environments (printmaking techniques, colour relationships – warm/cool; application of materials - harsh/gentle; spatial devices – flattened space/aerial perspective/ depth)
- collaborate, plan and create a collection/ exhibition of artworks to depict diversity in Australian environments and diversity in individual approach
- compare contemporary artworks of Aboriginal and Torres Strait Islander peoples and Australian artists that communicate personal experience with environments and natural landforms and use art terminology to communicate meaning.

***Media Arts: Poetry in motion***

In this unit, learners create a character animation to deliver an audio recording of a short, humorous poem. Students will explore representations of people from their community to develop animated characters considering animated forms, mouth shapes, facial expressions, character development, composition, text and sound in media delivery to engage audience. They experiment with media technology, collaborative processes (script, storyboard, photograph and edit as a slideshow) to create a lip-synched animation. Productions will be shared in digital form. Learners discuss similarities and differences in content, structure and animation approaches. Students describe and discuss intended purposes and meanings of media artworks using media arts key concepts.

YEAR 4

**Visual Arts: Meaning in found objects**

In this unit, learners will explore the communication of cultural meaning through found objects and surface manipulation. They will make, display and discuss their own and others' artworks.

Learners will:

- explore visual conventions (plaster-cast relief sculpture, mixed media, mould making, found objects, surface manipulation)
- represent ideas (display / art conversations / reflections) • compare artworks and use art terminology to communicate meaning
- explore artworks from Aboriginal artists and Torres Strait Islander artists which represent the land through symbolic pattern

**Media Arts: On the Cover**

In this unit, learners explore magazine cover design through representation and characterisation of people in their community, including themselves and compare the digitisation of magazines on the internet.

Learners will:

- explore genre conventions in paper magazine cover design and devise representations of classmates to depict specific characterisations, settings and ideas
- experiment with design (layout, text, colour, image composition) and media technologies (desktop publishing, photography, image manipulation) to appeal to a target audience
- present productions in digital or print form to share and discuss similarities and differences in content, structure and design approaches
- describe and discuss intended purposes and audience of print and online media artworks using media arts key concepts, starting with media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.

**Dance: Dance messages**

In this unit, learners make and respond to dance by exploring how dance is used to represent stories.

Learners will:

- improvise and structure movement ideas for dance sequences that represent a story using the elements of dance and choreographic devices
- practise technical skills safely in fundamental movements
- perform dances using expressive skills to represent a story
- identify how the elements of dance and production elements represent ideas about stories in dance including those of Aboriginal peoples, Torres Strait Islander peoples and Asian peoples

**Drama: Exploring issues through drama**

In this unit, learners will make and respond to drama by investigating ways that issues and ideas about the world can be explored and expressed through drama.

Learners will:

- explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama around an issue
- use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place in an issues-based drama
- shape and perform dramatic action around an issue using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal drama and Torres Strait Islander drama
- identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal peoples and Torres Strait Islander peoples, using the elements of drama to make comparisons.

YEAR 5

***Dance: Adventures in dance***

In this unit, learners make and respond to dance by exploring ways that dance can be used to express adventure stories drawing on stimulus from movement contexts including martial arts, acrobatics, sport, exercise and other cultural forms.

Learners will:

- explore movement and choreographic devices, using the elements of dance to choreograph dances that communicate meaning in adventure stories
- develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination
- perform dance using expressive skills to communicate a choreographer's ideas about an adventure story
- explain how the elements of dance and production elements communicate meaning and use a range of movement styles/forms by comparing dances from different social, cultural and historical contexts.

***Visual Arts: Say it with art***

In this unit, learners explore recontextualisation of objects and non-traditional art materials to communicate ideas. This unit complements the concepts taught in Geography by exploring how artists express cultural context, social concern, environmental and/or political issues in artworks.

Learners will:

- explore and explain the expression of social commentary and the influence of context in artworks by artists including Aboriginal, Torres Strait Islander and Asian artists and consider this in the development of their own artworks
- experiment with and use visual conventions and practices (found object mixed media forms, digital collage, digital manipulation) in research and development of individual artworks which express a personal view
- plan the presentation of digital art forms and/or found object mixed media forms to express personal view and enhance meaning for audience with description of influence and context

***Media Arts: Light and shadow***

In this unit, learners explore light and shadow in media art forms to create representations and meaning for an audience.

Learners will:

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

		<ul style="list-style-type: none"><li>• compare recontextualisation of ready-mades and the representation of context in artworks from different cultures, times and places and use art terminology to explain the communication of social concern.</li></ul>		
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YEAR 6

**Drama Documentary - What's the story?**

In this unit, learners create a documentary style film to tell the personal story of someone in the school community.

Learners will:

- explore the use of documentary codes and conventions to tell a story, depict a character, enhance representation and point of view
- experiment with media technology and collaborative production processes (script, storyboard, film, photography, editing, lighting, sound and text) to create mood and atmosphere and communicate point of view
- present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions, mood and lighting
- compare and explain the shaping of viewpoint, ideas and stories in their own media artwork and that of others, examining representation of culture, time and place in media artworks from Australia, including media artworks of Aboriginal peoples and Torres Strait Islander peoples.

**Visual Arts :The animal within**

In this unit, students will focus on representation of animals as companion, metaphor, totem and predator.

**Drama: Natural disasters**

In this unit, learners make and respond to drama exploring the impact of natural disasters on communities including stories and accounts as stimulus.

Learners will:

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

**Dance: Symmetry and dance**

In this unit, learners make and respond to dance by exploring symmetry as stimulus.

Learners will:

- explore movement and choreographic devices, using the elements of dance to structure dances that express ideas about symmetry including individual shapes and group formations
- develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination
- perform dance using expressive skills to communicate a choreographer's ideas on symmetry
- explain how the elements of dance and production elements communicate ideas about symmetry by comparing dances from different social, cultural and historical contexts.

**SPECIALIST LESSONS – CHINESE, HPE, MUSIC**

YEAR LEVEL	SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4
Prep	MUSIC	<p><b>Beat and Rhythm</b></p> <p>In this unit, learners explore the use of beat and rhythm with body percussion and hand held percussion instruments.</p>		<p><b>Let's Sing and Play Together – Unit 1 links with English Unit 3 – Interacting with Others</b></p> <p>In this unit, learners explore rhymes and songs as stimulus for music making and responding.</p>	
	PE	<p><b>Perceptual Motor Program</b></p> <p>In this unit, learners practice fundamental movement skills and movement sequences using different body parts. Cooperate with others when participating in physical activities. Follow rules when participating in physical activities</p>		<p><b>Perceptual Motor Program</b></p> <p>In this unit, learners practice fundamental movement skills and movement sequences using different body parts. They will learn to cooperate with others when participating in physical activities and Follow rules when participating in physical activities</p>	
	HEALTH	<p><b>Safety</b></p> <p>In the unit, learners will identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy.</p>	<p><b>Social Skills</b></p> <p>In the unit, learners practise personal and social skills to interact positively with others. They will identify and describe emotional responses people may experience in different situations.</p> <p><b>Dance</b></p> <p>Learners will practice movement sequences using different body parts.</p>	<p><b>My Body</b></p> <p>In this unit, learners will name part of the body and describe how their body is growing and changing. They will be able to identify person strengths that they develop over time.</p>	<p><b>Social Skills</b></p> <p>In this unit, learners will build on concepts learnt in term 2. They will practise personal and social skills to interact positively with others. They will be able to identify and describe emotional responses people may experience in different situations. Learners will participate in play that promotes engagement with outdoor settings and the natural environment.</p>
Year 1	MUSIC	<p><b>Sound and Silence</b></p> <p>In this unit, learners explore the musical notion of silence for making and responding.</p>		<p><b>Different Places – Unit 3 Matches HSS Inquiry – What are the features of my local places and how have they changed?</b></p> <p>In this unit, learners explore a range of songs, rhymes and chants based on the theme of different places, including their personal, familiar world, people and places far away, weather, seasons, landscapes and the built environment as stimuli for music making and responding.</p>	
	PE	<p><b>Water Familiarisation and Safety -Perceptual Motor Program &amp; Introduction to Athletics</b></p> <p>Learners will perform fundamental movement skills in a variety of movement sequences and situations and participate in games with and without equipment. They will use strategies to work in-group situations when participating in physical</p>		<p><b>Modified Games -Perceptual Motor Program &amp; Water Familiarisation and Safety</b></p> <p>In this unit, learners will perform fundamental movement skills in a variety of movement sequences and situations while participating in games with and without equipment. Learners will learn to use strategies to work in-group situations when participating in physical activities as well as identify rules and fair play.</p>	

		activities. They will learn to incorporate elements of effort, space, time, objects and people in performing simple movement sequences		
	HEALTH		<p><b>Feelings and strengths and identity</b></p> <p>In this unit, learners recognise similarities and differences in individuals and groups, and recognise how strengths and achievements contribute to identity. Learners identify and practise emotional responses that reflect their own and others' feelings. They examine and demonstrate ways to include others in activities, and practise strategies to help them and others feel that they belong.</p>	<p><b>Good Choices, Healthy Me</b></p> <p>In this unit, learners will examine health messages related to the health benefits of physical activity, nutritious dietary intake and maintaining good personal hygiene habits to help them stay healthy. Learners will describe how to keep themselves and others healthy in different situations.</p>
Year 2	MUSIC	<p><b>Purely Pentatonic</b></p> <p>In this unit, learners create and perform using the pentatonic scale.</p>	<p><b>Save the World – Unit 2 Matches Science Unit 4 – Save Planet Earth</b></p> <p>In this unit, learners explore a range of songs, rhymes and chants based on the theme of Earth's resources and how they can be used and managed.</p>	
	PE	<p><b>Water Familiarisation and Safety, Perceptual Motor Program &amp; Introduction to Athletics</b></p> <p>Throughout this semester, learners will perform fundamental movement skills in a variety of movement sequences and situations while participating in games with and without equipment. They will use strategies to work in-group situations when participating in physical activities. They will Incorporate elements of effort, space, time, objects and people in performing simple movement sequences</p>	<p><b>Modified Games, Perceptual Motor Program &amp; Introduction to Athletics</b></p> <p>Throughout this semester, learners will perform fundamental movement skills in a variety of movement sequences and situations while participating in games with and without equipment. They will use strategies to work in-group situations when participating in physical activities. Learners will discuss the body's reactions to participating in exercise.</p>	
	HEALTH		<p><b>Our Culture</b></p> <p>In this unit, learners explore what shapes their own, their family and classroom's</p>	



				identity. They will examine strengths and achievements in individual and groups and ways to include others to make them feel they belong. Learners will explore the importance of celebrating who they are and respecting each other's differences.	
Year 3	MUSIC	<p><b>Let's Celebrate Let's Remember – Unit 1 Matches HSS Inquiry – How do people contribute to their unique communities?</b></p> <p>In this unit, learners make music and respond to music, exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world.</p>		<p><b>Om Pah Pah</b></p> <p>In this unit, learners explore the repertoire of music in 3 metre and how to compose and respond to music in this time.</p>	
	PE	<p><b>Water Safety and Stroke Development</b></p> <p>In this unit, learners will practise and refine fundamental movement skills in a variety of movement sequences and situations while combining elements of effort, space, time, objects and people when performing movement sequences while in the pool.</p>	<p><b>Athletics</b></p> <p>This term learners practise and refine fundamental movement skills in a variety of movement sequences and situations</p> <p>They will practise and apply movement concepts and strategies with and without equipment. Learners will be able to combine elements of effort, space, time, objects and people when performing movement sequences. As well as apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities</p>	<p><b>Tee Ball &amp; Basketball</b></p> <p>In this unit, learners will practise and apply movement concepts and strategies with and without equipment as well as combine elements of effort, space, time, objects and people when performing movement sequences. Learners will adopt inclusive practices when participating in physical activities including applying basic rules and scoring systems, and demonstrating fair play when participating in physical activities</p>	<p><b>Water Safety and Stroke Development &amp; Introduction to Lifesaving</b></p> <p>In the unit, learners will practise and refine fundamental movement skills in a variety of movement sequences and situations as well as combine elements of effort, space, time, objects and people when performing movement sequences while in the pool.</p>

HEALTH			<p>In this unit, learners describe and apply strategies that can be used in situations that can make them feel more comfortable or unsafe. They will identify and practice strategies to promote health, safety and wellbeing. As well as investigate how emotional responses vary in depth and strength.</p>	
CHINESE	<p><b><i>My place and your place</i></b></p> <p>Learners use language to explore the concept of housing in Chinese-speaking cultures and make connections with learners' own personal spaces within a home.</p> <p>Learners:</p> <ul style="list-style-type: none"> <li>• share information about aspects of their personal spaces (such as their bedroom)</li> <li>• use a range of language to discuss and describe aspects of housing</li> <li>• analyse and understand the systems of language relating to pronunciation and script recognition</li> </ul>		<p><b><i>A day in a Chinese school</i></b></p> <p>Learners use language to explore the concept of school life in Chinese-speaking cultures and make connections with own school experiences. Learners will:</p> <ul style="list-style-type: none"> <li>• engage with texts about school experiences in Chinese-speaking cultures</li> <li>• use a range of language to discuss school experiences</li> <li>• analyse and understand the systems of language relating to pronunciation and Chinese sentence structure</li> <li>• participate in intercultural experiences to notice, compare and reflect on language and culture associated with school experiences.</li> </ul>	

<b>Year 4</b>	MUSIC	<p><b>Songs of Australia</b> – C2C Unit 2 Matches HASS Inquiry – What were the short and long term effects of European settlement?</p> <p>In this unit, learners make and respond to music exploring songs from Aboriginal peoples and Torres Strait Islander peoples, and songs from the arrival of the First Fleet in Australia.</p>		<p><b>Lyrics and Limericks</b></p> <p>In this unit, learners explore and compose music in compound time using the limerick form.</p>	
	CHINESE	<p><b>My place and your place</b></p> <p>Learners use language to explore the concept of housing in Chinese-speaking cultures and make connections with learners' own personal spaces within a home. Learners:</p> <ul style="list-style-type: none"> <li>• share information about aspects of their personal spaces(e.g. their bedroom)</li> <li>• use a range of language to discuss and describe aspects of housing</li> </ul> <p>analyse and understand the systems of language relating to pronunciation and script recognition</p>		<p><b>A day in a Chinese school</b></p> <p>Learners use language to explore the concept of school life in Chinese-speaking cultures and make connections with own school experiences. Learners will:</p> <ul style="list-style-type: none"> <li>• engage with texts about school experiences in Chinese-speaking cultures</li> <li>• use a range of language to discuss school experiences</li> <li>• analyse and understand the systems of language relating to pronunciation and Chinese sentence structure participate in intercultural experiences to notice, compare and reflect on language and culture associated with school experiences</li> </ul>	
	PE	<p><b>Flippaball</b></p> <p>In this unit learners adopt inclusive practices when participating in physical activities in the pool. Learners will apply basic rules and scoring systems, and demonstrate fair play when participating in flippaball.</p>	<p><b>Athletics</b></p> <p>In the unit, learners will practise and refine fundamental movement skills in a variety of movement sequences, situations and strategies with and without equipment.</p>	<p><b>Tennis &amp; Indigenous Games</b></p> <p>In the unit, learners apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities. Learners will participate in physical activities from their own and other cultures</p>	<p><b>Lifesaving</b></p> <p>In the unit, learners, practise and apply movement concepts and strategies with and without equipment. They will apply innovative and creative thinking in solving movement challenges while participating in physical activities from their own and other cultures.</p>
	HEALTH				<ul style="list-style-type: none"> <li>• Explore how success challenge and failure strengthen identities</li> <li>• Explore strategies to manage physical, social and emotional change.</li> <li>• Discuss and interpret health information and message in media.</li> </ul>

<b>Year 5</b>	MUSIC	<b><i>Calypto Chaos</i></b> In this unit, learners perform and respond to the music of the Caribbean and explore its historical influences.		<b><i>Going to the Movies</i></b> – Unit 1 Matches English Unit 6 – Exploring narrative through novels and film.  In this unit, learners make and respond to music exploring pieces of music that tell a story, and music that appears in film.	
	PE	<b>Flippaball</b> In this unit, learners practise specialised movement skills and apply them in a variety of movement sequences and situations within the pool. They participate positively in groups and teams by encouraging others and negotiating roles and responsibilities. Learners will demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities.	<b>Athletics</b> In this unit, learners will participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing. They will manipulate and modify elements of effort, space, time, objects and people to perform movement sequences within the context of athletics.	<b>Netball &amp; Indigenous Games</b> Through the unit, learners will practise specialised movement skills and apply them in a variety of movement sequences and situations. They will participate positively in groups and teams by encouraging others and negotiating roles and responsibilities. Learners will demonstrate ethical behaviour and fair play that aligns with rules when participating in physical activities from their own and others' cultures, and examine how involvement creates community connections and intercultural understanding.	<b>Lifesaving</b> Throughout this unit, learners will apply critical and creative thinking processes in order to generate and assess solutions to movement challenges while learning about water safety.  Learners will manipulate and modify elements of effort, space, time, objects and people to perform movement sequences.
	HEALTH		<ul style="list-style-type: none"> <li>Examine how identities are influenced by people and places</li> <li>Investigate community resources and ways to seek help about health, safety and wellbeing.</li> </ul>		
	CHINESE	<b><i>What do my interests say about me?"</i></b> Learners use language to communicate ideas relating to interests, activities and personality traits.  Learners: <ul style="list-style-type: none"> <li>discuss leisure activities and interests</li> <li>identify borrowed words used to discuss interests</li> </ul>		<b><i>What is character?"</i></b> Learners explore the concept of character as reflected in traits and qualities of real people and imaginative characters in Chinese-speaking cultures and Australia. Learners will: <ul style="list-style-type: none"> <li>use Chinese to discuss qualities of people they admire</li> <li>encounter authentic language in a range of spoken and written texts about a variety of imaginary characters</li> </ul>	

		<ul style="list-style-type: none"> <li>understand how language reflects roles and relationships.</li> </ul>		<ul style="list-style-type: none"> <li>respond to imaginative texts and identify qualities in imaginative characters</li> <li>reflect on intercultural experiences noticing similarities and differences in perspectives on personal qualities.</li> </ul>	
Year 6	MUSIC	<p><b><i>Around the World with Music - Unit 2 Matches HSS Inquiry – Australia in the past / Australians as citizens.</i></b></p> <p>In this unit, learners make and respond to music, exploring the music making of other cultures through their music journal.</p>		<p><b>The Graduates</b></p> <p>In this unit, the learners reflect on the elements of music through their own musical journey through primary school.</p>	
	PE	<p><b>Flippaball</b></p> <p>In this unit, learners practise specialised movement skills and apply them in a variety of movement sequences and situations while in the pool. Learners participate positively in groups and teams by encouraging others and negotiating roles and responsibilities. This allows learners to demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities. Learners will manipulate and modify elements of effort, space, time, objects and people to perform movement sequences.</p>	<p><b>Athletics</b></p> <p>In this unit, learners participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing. Learners will manipulate and modify elements of effort, space, time, objects and people to perform movement sequences to perfect skills within athletics.</p>	<p><b>Netball &amp; Indigenous Games</b></p> <p>In this unit, learners practise specialised movement skills and apply them in a variety of movement sequences and situations. They participate positively in groups and teams by encouraging others and negotiating roles and responsibilities. Learners will demonstrate ethical behaviour and fair play that aligns with rules while they manipulate and modify elements of effort, space, time, objects and people to perform movement sequences. Learners will participate in physical activities from their own and others' cultures, and examine how involvement creates community connections and intercultural understanding.</p>	<p><b>Lifesaving</b></p> <p>Within this unit, learners apply critical and creative thinking processes in order to generate and assess solutions to movement challenges while learning about water safety.</p> <p>Participate in physical activities from their own and others' cultures, and examine how involvement creates community connections and intercultural understanding. Learners will manipulate and modify elements of effort, space, time, objects and people to perform movement sequences while learning water safety.</p>
	HEALTH	<ul style="list-style-type: none"> <li>Examine the influence of emotional responses vary in depth and strength</li> <li>Recognise how media and important people in community influence personal attitudes, beliefs</li> </ul>			

		<p>decisions and behaviours.</p> <ul style="list-style-type: none"> <li>• Plan and practise strategies to promote health, safety and wellbeing.</li> <li>• Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities</li> </ul>			
	CHINESE	<p><b>What do my interests say about me?</b></p> <p>Learners use language to communicate ideas relating to interests, activities and personality traits.</p> <p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>• discuss leisure activities and interests</li> <li>• identify borrowed words used to discuss interests</li> <li>• understand how language reflects roles and relationships.</li> </ul>	<p><b>What is character?</b></p> <p>Learners explore the concept of character as reflected in traits and qualities of real people and imaginative characters in Chinese-speaking cultures and Australia.</p> <p>Learners:</p> <ul style="list-style-type: none"> <li>• use Chinese to discuss qualities of people they admire</li> <li>• encounter authentic language in a range of spoken and written texts about a variety of imaginary characters</li> <li>• respond to imaginative texts and identify qualities in imaginative characters</li> <li>• reflect on intercultural experiences noticing similarities and differences in perspectives on personal qualities.</li> </ul>		