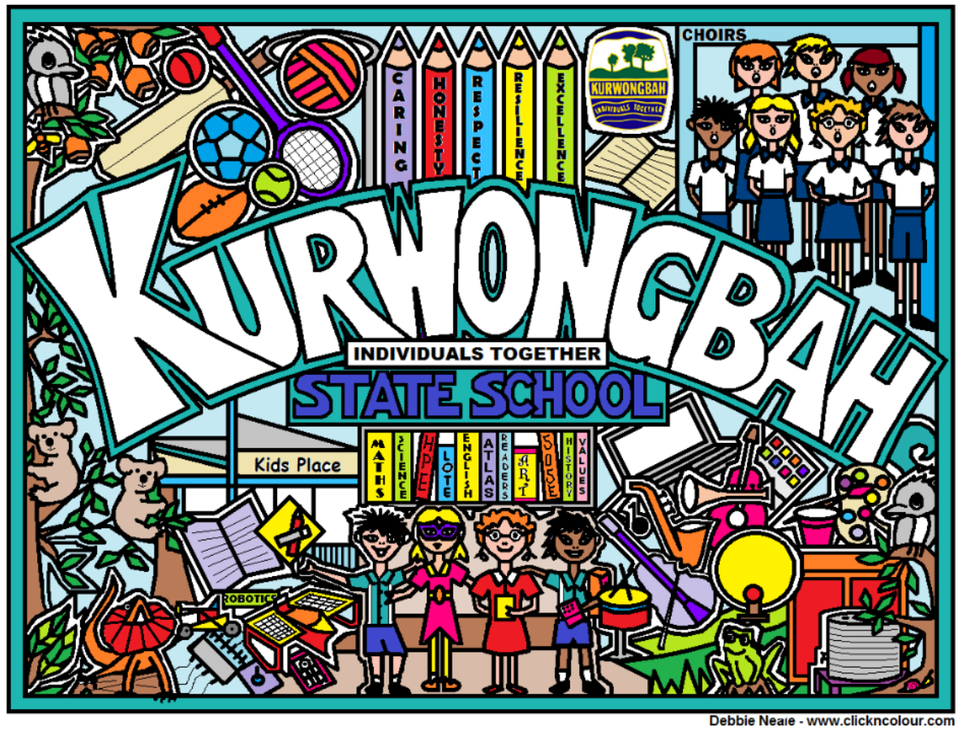

Debbie Neale - www.clickncolour.com

Kurwongbah State School

Provision of the Whole School Curriculum Plan

Provision of whole school curriculum

This long-term curriculum plan determines when the school will teach, assess and report on the whole curriculum across the eight Australian Curriculum learning areas and/or subjects in each year and/or band.

Year level	Reporting period	English	Mathematics	Science	Humanities and social sciences	*History*	*Geography*	*Economics and Business*	*Civics and Citizenship*	Health and Physical Education	Technologies	*Digital Technologies*	*Design and Technologies*	The Arts	*Music*	*2019*		*2020*		Languages	French	Japanese
																Drama	*Visual Arts*	*Dance*	*Media*			
Prep	Sem 1																					
	Sem 2																					
1	Sem 1																					
	Sem 2																					
2	Sem 1																					
	Sem 2																					
3	Sem 1																					
	Sem 2																					
3/4	Sem 1																					
	Sem 2																					
4	Sem 1																					
	Sem 2																					
5	Sem 1																					
	Sem 2																					
6	Sem 1																					
	Sem 2																					

No achievement standard or content available at this year or band

Indicates whether the achievement standard is written for a year and/or a band of years

Kurwongbah State School Curriculum Overview

Curriculum		YR LVL	TERM 1		TERM 2		TERM 3		TERM 4	
English		Prep	U1 (v8)		U2 (v8)		U3 (v8)		U4 (v8)	
		1	U1 (v8)		U2 (v8)	U3 (v8)	U4 (v8)	U5 (v8)	U6 (v8)	
		2	U1 (v8)	U2 (v8)	U3 (v8)		U4 (v8)	U5 (v8)	U6 (v8)	
		3	U1 (v8)	U2 (v8)	U3 (v8)		U4 (v8)	U5 (v8)	U6 (v8)	
		3/4	U1 (v3) (multilevel)	U2 (v3) (multilevel)	U3 (v3) (multilevel)		U5 (v3) (multilevel)	U6 (v3) (multilevel)	U7 (v3) (multilevel)	U8 (v3) (multilevel)
		4	U1 (v8)	U2 (v8)	U3 (v8)		U4 (v8)	U5 (v8)	U6 (v8)	
		5	U1 (v8)		U2 (v8)	U3 (v8)	U4 (v8)	U5 (v8)	U6 (v8)	
		6	U1 (v8)		U2 (v8)	U3 (v8)	U4 (v8)	U5 (v8)	U6 (v8)	
Mathematics		Prep	U1 (v8)		U2 (v8)		U3 (v8)		U4 (v8)	
		1	U1 (v8)		U2 (v8)		U3 (v8)		U4 (v8)	
		2	U1 (v8)		U2 (v8)		U3 (v8)		U4 (v8)	
		3	U1 (v8)		U2 (v8)		U3 (v8)		U4 (v8)	
		3/4	U1 (v8)		U2 (v8)		U3 (v8)		U4 (v8)	
		4	U1 (v8)		U2 (v8)		U3 (v8)		U4 (v8)	
		5	U1 (v8)		U2 (v8)		U3 (v8)		U4 (v8)	
		6	U1 (v8)		U2 (v8)		U3 (v8)		U4 (v8)	
Science		Prep	U1 (v8)		U2 (v8)		U4 (v8)		U3 (v8)	
		1	U1 (v8)		U2 (v8)		U3 (v8)		U4 (v8)	
		2	U2 (v8)		U3 (v8)		U1 (v8)		U4 (v8)	
		3	U4 (v8)		U3 (v8)		U1 (v8)		U2 (v8)	
		3/4	Primary Connections Magnetic Moves (Yr4)		Primary Connections Melting Moments (Yr3)		Primary Connections Feathers, Fur or Leaves (Yr3)		Primary Connections Beneath Our Feet (Yr4)	
		4	U1 (v8)		U3 (v8)		U2 (v8)		U4 (v8)	
		5	U1 (v8)		U2 (v8)		U3 (v8)		U4 (v8)	
		6	U1 (v8)		U2 (v8)		U3 (v8)		U4 (v8)	
HASS & History		Prep	U1 (v8) HASS				U2 (v8) HASS			
		1	U1 (v8) HASS				U2 (v8) HASS			
		2	U1 (v8) HASS				U2 (v8) HASS			
		3	U1 (v8) HASS				U2 (v8) HASS			
		4	U1 (v8) HASS				U2 (v8) HASS			
		5	U1 (v8) HASS		U2 (v8) HASS		U3 (v8) HASS		U4&U5 (v8) HASS (merged)	
		6	U1 (v8) HASS		U2 (v8) HASS		U3 (v8) HASS		U4&5 (v8) HASS (merged)	
HPE	Movement Not C2C units	Prep	U1 (FUNDAMENTAL MOVEMENT SKILLS)		U2 (ATHLETICS)		U3 (OZTAG, T BALL, TENNIS)		U4 (LARGE BALL SKILLS, MOVING THROUGH SPACE, LONG ROPE SKIPPING)	
		1	U1 (PERCEPTUAL MOTOR DEVELOPMENT)		U2 (ATHLETICS)		U3 (OZTAG, T BALL, TENNIS)		U4 (LARGE BALL SKILLS, MOVING THROUGH SPACE, LONG ROPE SKIPPING)	
		2	U1 (PERCEPTUAL MOTOR DEVELOPMENT)		U2 (ATHLETICS)		U3 (OZTAG, T BALL, TENNIS)		U4 (LARGE BALL SKILLS, CIRCUS SKILLS, LONG ROPE SKIPPING)	
		3	U1 (ADAPTIVE MOVEMENT SKILLS)		U2 (ATHLETICS)		U3 (BASKETBALL & SOCCER)		U4 (TENNIS & BALL HANDLING SKILLS)	
		4	U1 (ADAPTIVE MOVEMENT SKILLS)		U2 (ATHLETICS)		U3 (BASKETBALL & SOCCER)		U4 (TENNIS & BALL HANDLING SKILLS)	
		5	U1 (CARDIO)		U2 (ATHLETICS)		U3 (BASKETBALL & SOCCER)		U4 (TENNIS & BALL HANDLING SKILLS)	
		6	U1 (CARDIO)		U2 (ATHLETICS)		U3 (BASKETBALL & SOCCER)		U4 (TENNIS & BALL HANDLING SKILLS)	
	Health	Prep	U1 (v8)				U2&U4 (v8) (merged)			
		1	U3 (v8)				U2 (v8)			
		2	U1 (v8)				U3 (v8)			
		3	U1 (v8)				U2 (v8)			
		3/4	U4 (v8) (Yr3)				U1 (v8) (Yr4)			
		4	U2 (v8)				U4 (v8)			
		5	U1 (v8)				U2 (v8)			
		6	U2 (v8)				U4 (v8)			
Technologies	2019	Prep-2 BAND	U1 (v8) DIGITAL TECHNOLOGIES (PREP)		U2 (v8) DESIGN AND TECHNOLOGIES (YEAR 1)		U3 (v8) DESIGN AND TECHNOLOGIES (PREP)		U1 (v8) DIGITAL TECHNOLOGIES (YEAR 1)	U1 (v8) DIGITAL TECHNOLOGIES (YEAR 2)
		3-4 BAND	U2 (v8) DESIGN AND TECHNOLOGIES (YEAR 3)		U3 (v8) DESIGN AND TECHNOLOGIES (YEAR 3/4)	U1 (v8) DESIGN AND TECHNOLOGIES (YEAR 4)	U1 (v8) DIGITAL TECHNOLOGIES (YEAR 3)		U1 (v8) DIGITAL TECHNOLOGIES (YEAR 3/4)	U2 (v8) DIGITAL TECHNOLOGIES (YEAR 4)
		5-6 BAND	U2 (v8) DIGITAL TECHNOLOGIES (YEAR 5)		U2 (v8) DESIGN AND TECHNOLOGIES (YEAR 6)		U1 (v8) DESIGN AND TECHNOLOGIES (YEAR 5)		U1 (v8) DIGITAL TECHNOLOGIES (YEAR 6)	
The Arts	2019 Drama Visual	Prep-2 BAND	U4 (v8) DRAMA (PREP)		U2 (v8) DRAMA (YEAR 1)	U2 (v8) DRAMA (YEAR 2)	U1 (v8) VISUAL ARTS (PREP)		U4 (v8) VISUAL ARTS (YEAR 1)	U2 (v8) VISUAL ARTS (YEAR 2)
		3-4 BAND	U1 (v8) DRAMA (YEAR 3)		U1 (v8) VISUAL ARTS (YEAR 3/4)	U1 (v8) VISUAL ARTS (YEAR 4)	U2 (v8) VISUAL ARTS (YEAR 3)		U3 (v8) DRAMA (YEAR 3/4)	U3 (v8) DRAMA (YEAR 4)
		5-6 BAND	U2 (v8) DRAMA (YEAR 5)		U1 (v8) VISUAL ARTS (YEAR 6)		U1 (v8) VISUAL ARTS (YEAR 5)		U1 (v8) DRAMA (YEAR 6)	
	2020 Dance Media	Prep-2 BAND	U1 (v8) MEDIA (PREP)		U2 (v8) DANCE (YEAR 4)	U5 (v8) DANCE (YEAR 2)	U1 (v8) DANCE (PREP)		U3 (v8) MEDIA (YEAR 1)	U1 (v8) MEDIA (YEAR 2)
		3 -4 BAND	U3 (v8) MEDIA (YEAR 3)		U3 (v8) DANCE (YEAR 3/4)	U3 (v8) DANCE (YEAR 4)	U2 (v8) DANCE (YEAR 3)		U1 (v8) MEDIA (YEAR 3/4)	U1 (v8) MEDIA (YEAR 4)
		5 - 6 BAND	U3 (v8) DANCE (YEAR 5)		U3 (v8) DANCE (YEAR 6)		U3 (v8) MEDIA (YEAR 5)		U3 (v8) MEDIA (YEAR 6)	
	Music Not C2C Units	Prep 1 2	U1 MUSIC U1 MUSIC U1 MUSIC		U2 MUSIC U2 MUSIC U2 MUSIC		U3 MUSIC U3 MUSIC U3 MUSIC		U4 MUSIC U4 MUSIC U4 MUSIC	
		3 4	U1 MUSIC U1 MUSIC		U2 MUSIC U2 MUSIC		U3 MUSIC U3 MUSIC		U4 MUSIC U4 MUSIC	
		5 6	U1 MUSIC U1 MUSIC		U2 MUSIC U2 MUSIC		U3 MUSIC U3 MUSIC		U4 MUSIC U4 MUSIC	
Languages	French Adapted C2C Units	5 - 6 BAND	U1 (C2C U1-v8) (YEAR 5)	U2 (C2C U2-v8) (YEAR 5)	U3 (C2C U8-v8) (YEAR 5)					
			U4 (C2C U3-v8) (YEAR 6)				U5 (C2C U6-v8) (YEAR SIX)		U6 (C2C U7-v8) (YEAR SIX)	
	Japanese Not C2C Units						U1 (YEAR 5)		U2 (YEAR 5)	
			U3 (YEAR 6)		U4 (YEAR 6)		U5 (YEAR 6)		U5 (C2C U5-V8) (YEAR 6)	

Whole School Curriculum Maps

These curriculum maps were created in consultation with year level cohorts, informing the teaching of units across a two-year cycle. Teachers worked within their grade and across year level bands to make decisions regarding unit progression.

Curriculum mapping allows us to:

- align the sequence of English and Mathematics units
- integrate with partner units across the key learning areas
- trial C2C units in Technology and The Arts, spreading school resource allocation across the year
- plan for excursions and incursions that enhance curriculum requirements

Prep Curriculum Map				
	Semester One		Semester Two	
	Term One	Term Two	Term Three	Term Four
ENGLISH	English Unit 1 (8 weeks) **<u>Enjoying our new world</u>** In this unit, students listen to and read texts to explore predictable text structures and common visual patterns in a range of literary and non-literary texts, including fiction and non-fiction books and everyday texts. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - Focused teaching and learning, Play, Real-life situations, Investigations and Routines and transitions. 1. Formative Assessment Task One: Speaking - Talk about a favourite story Students select a favourite story and create a short spoken response to elements of the story.	English Unit 2 (8 weeks) **<u>Enjoying and retelling stories</u>** In this unit, students 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. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations, and routines and transitions. 1. Summative Assessment Task One: Retell a story Students demonstrate comprehension of, and personal connection to, a familiar story through retelling events to peers.	English Unit 3 (8 weeks) **<u>Interacting with others</u>** In this unit, students 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. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning: Focused teaching and learning, Play, Real-life situations, Investigations and routines and Transitions. 1. Summative Assessment Task One: Create and recite a rhyme Students listen to and demonstrate knowledge of rhyme through written and spoken communication. 2. Summative Assessment Task Two: Responding to a rhyming story Students communicate an opinion about a familiar rhyming story and identify the use of rhyme.	English Unit 4 (8 weeks) **<u>Responding to text</u>** In this unit, students will have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students will create a short imaginative multimodal text that includes illustrations. 1. Summative Assessment Task One: Reading and comprehending Students read aloud and respond orally to comprehension questions. 2. Summative Assessment Task Two: Writing and creating a response to a story Students write a letter to a main character from a familiar story and create a supporting image or illustration. 3. Summative Assessment Task Three: Guided Reading Checklist **Walk to the post-box** **Visit to the Post Office - Brendale**
MATHEMATICS	Mathematics Unit 1 (8 weeks) Students have opportunities to develop understandings of: • **Patterns and algebra** — identify how objects are similar or different, sort objects based on similar features, identify a rule for a 'sort', identify questions, identify patterns in the environment, copy and describe simple patterns, identify patterns within counting sequences • **Using units of measurement** — sequence stages within an activity, compare duration of events using time language, directly compare the size of objects, describe the objects • **Number and place value** — recall counting in ones, identify numbers in the environment, represent quantities, compare numbers, recall counting sequences, represent quantities, visualise arrangements to five, match numerals to quantities, count forwards and backwards from different starting points, compare quantities using 'more', 'less', 'same', identify numbers before, after and next in a sequence, order quantities and numerals • **Location and direction** — use positional language to describe location, identify positional opposites, representing locations with models and images. 1. Summative Assessment Task One: Bigger Smaller Game – Students identify, count, order, represent and compare amounts 2. Summative Assessment Task Two: Grouping familiar objects – Students group familiar objects based on common characteristics.	Mathematics Unit 2 (8 weeks) Students have opportunities to develop understandings of: • **Number and place value** — count to identify how many, recall forwards and backwards counting sequences, compare quantities, connect number names, numerals and quantities, represent quantities, partition quantities, subitise collections to five • **Patterns and algebra** — describe repeating patterns, continue repeating patterns, describe repeating patterns using number • **Using units of measurement** — compare the length of objects using direct comparison, compare the height of objects, describe the thickness and length of objects, compare the length of objects using indirect comparison, compare and order durations, order daily events • **Shape** — describe lines, describe familiar two-dimensional shapes, compare and sort objects based on shape and function, construct using familiar three-dimensional objects, explore two-dimensional shape • **Location and transformation** — identify positions, describe movement, give and follow movement directions, explore locations • **Data representation and interpretation** —use questions to collect information 1. Summative Assessment Task Two: Sorting Shapes – Students sort a variety of two-dimensional shapes. 2. Summative Assessment Task Three: Investigating language to describe location Students will give and follow directions using the language of location. 3. Summative Assessment Task One: Shake Shake Open – Students count or subitise to identify how may, compare quantities, connect number names, represent and partition quantities.	Mathematics Unit 3 (8 weeks) Students have opportunities to develop understandings of: • **Number and place value** — compare quantities, equalise quantities, combine small collections, represent addition situations, identify parts and the whole, partition quantities flexibly, share collections, identify equal parts of a whole • **Patterns and algebra** — identify, copy, continue and describe growing patterns, describe equal quantities • **Using units of measurement** — make direct and indirect comparisons of mass, explain comparisons of mass, sequence familiar events in time order, sequence the days of the week, connect days of the week to familiar events • **Data representations and interpretation** — identify questions, answer yes/no questions, use data displays to answer simple questions 1. Summative Assessment Task Two: Answering questions– Students answer simple questions to collect information and make simple inferences. 2. Summative Assessment Task Three: Explaining duration and event sequences – Students connect events an days of the week and explain the order and duration of events. 3. Summative Assessment Task Four: Comparing objects using mass – Hefting Activity 4. Summative Assessment Task One: Paper Bags Sums - Students partition small collections and carry out simple addition operations.	Mathematics Unit 4 (8 weeks) Students have opportunities to develop understandings of: • **Number and place value —** represent quantities, compare numbers, match number names, numerals and quantities, identify parts within a whole, combine collections, make equal groups, describe the joining process • **Using units of measurement —** directly and indirectly compare the duration of events, directly and indirectly compare the mass, length and capacity of objects • **Location and transformation —** describe position, describe direction 1. Summative Assessment Task One: Maths Mat – connect number names, numerals and quantities up to 10 and count to and from 20 2. Summative Assessment Task Two: Number Representation Cards - Students show their capacity to connect numbers, number names and representations of quantities 3. Summative Assessment Task Three: Using measurement to construct a house - Building a house for teddy
SCIENCE	Prep Science Unit 1 **<u>Our living world</u>** In this unit, students will 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. 1. Summative Assessment Task One: Exploring our living world Students represent, share and reflect on observations about the needs of living things and how an environment can affect them. Students ask and respond to	Prep Science Unit 2 **<u>Our material world</u>** In this unit, students will examine familiar objects using their senses and understand that objects are made of materials that have observable properties. Through exploration, investigation and discussion, students will learn how to describe the properties of the materials from which objects are made and how to pose scientific questions. 1. Summative Assessment Task One: Making a wind ornament	Prep Science Unit 4 **<u>Move it, move it</u>** In this unit, students engage in activities from the five contexts of learning: Play, Real-life situations, Investigations, Routines and transitions, and Focused learning and teaching. Students will use their senses to observe and explore the properties and movement of objects. 1. Summative Assessment Task One: Investigating movement Students describe the properties and behaviour of familiar objects. Students share and reflect on observations and ask questions about familiar objects.	Prep Science Unit 3 **<u>Weather watch</u>** In this unit, students use their senses to explore and observe the weather in their local environment and learn that we can record our observations using symbols. Students observe that weather can change and identify the features that reflect a change in the weather. 1. Summative Assessment Task One: Examining the weather Students suggest how the weather affects themselves and other living things. Students share observations about the weather.

	science questions.	Students describe the observable properties of materials from which an object is made. Students ask and respond to questions and share and reflect on observations.		**Dr Joe's – Creating Science**
HASS – Taught by specialist teacher	Prep HASS Unit 1 **<u>My family history</u>** Inquiry question: What is my history and how do I know? In this unit, students: • explore the nature and structure of families • identify their own personal history, particularly their own family backgrounds and relationships • examine diversity within their family and others investigate familiar ways family and friends commemorate past events that are important to them • recognise how stories of families and the past can be communicated through sources that represent past events • present stories about personal and family events in the past that are commemorated. 1. Summative Assessment Task One: My family history Students explore important events celebrated in their lives, and identify how people and objects help them to remember.		Prep HASS Unit 2 **<u>My special places</u>** Inquiry question: What are places like and what makes them special? In this unit, students: • draw on studies at the personal scale, including places where they live or other places that are familiar to them • understand that a 'place' has features and a boundary that can be represented on maps or globes • recognise that what makes a 'place' special depends on how people view the place or use the place • observe and represent the location and features of places using pictorial maps and models • examine sources to identify ways that people care for special places 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. 1. Summative Assessment Task One: My special places Students identify, represent and describe the features of familiar places, and suggest ways to care for a special familiar place.	
HEALTH	Prep Health Unit 1 **I Can Do It** Students identify different emotions people experience in different situations. Students explore information about what makes them unique and their strengths and achievements. They participate in play. 1. Summative Assessment Task One: I can do it Students identify different settings where they can play safely and identify and describe the different emotions people experience.		Prep Health Unit 2&4 Merged **<u>I am growing and changing and I am safe</u>** Students explore how their bodies are growing and developing, and identify the actions that will keep them healthy such as diet, hygiene and physical activity. Students identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires. Students: • explore how bodies grow and change by identifying the body parts and individual characteristics • identify and explore how we look after our bodies and the importance of activity • identify who helps me keep healthy and active • understand the dangers of different places and things in a household and the importance of following rules • understand the safe behaviours to follow with medicines and around poisons, water safety and fire • describe and demonstrate protective behaviours and actions that help keep them safe in various situations 1. Summative Assessment Task One: To recognise how students are growing and changing, and identify actions that help them stay healthy, physically active and safe. **Fire Ed. (no cost)**	
THE ARTS	Prep_Yr2 **Drama** Unit 4 **2019** **<u>Drama stories from the past</u>** In this unit, students make and respond to drama by exploring photographs and/or stories of family and friends as stimulus. Students will: • explore role and dramatic action in dramatic play, improvisation and process drama about stories of family and friends • use voice, facial expression, movement and space to imagine and establish role and situation • present drama that communicates ideas about stories of family and friends to an audience • respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal peoples and Torres Strait Islander people 1. Summative Assessment Task One: Drama stories from the past Students respond to, devise and perform drama based on the theme of memories.		Prep_Yr2 **Visual Arts** Unit 1 **2019** **<u>New stories</u>** In this unit, students create new stories in artworks by collaging characters, objects and landscapes from different artworks. 1. Summative Assessment Task One: New stories Students explore ideas about representing stories and experiences through collage and mixed media.	
	Prep_Yr2 **Media** Unit 2 **2020** **<u>Look again</u>** In this unit, students explore manipulation and representation of self. 1. Summative Assessment Task One: Look again Students explore how photographic portraits represent moments in time and how technology can manipulate reality in media artworks.		Prep_Yr2 **Dance** Unit 1 **2020** **<u>Dancing characters</u>** In this unit, students make and respond to dance by exploring characters in stories and rhymes as stimulus. 1. Summative Assessment Task One: Dancing characters Students respond to, perform and choreograph dance that represents a character. **Dance Incursion**	
TECHNOLOGIES	Prep **Digital Technologies** Unit 1 **<u>Computers – Handy helpers</u>** In this unit, students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They will: • recognise and explore how digital and information systems are used for particular purposes in daily life • collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning • describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts • develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps, and hiding unnecessary 1. Summative Assessment Task One: Handy Helpers: Part A (Everyday digital systems can be completed by students by writing responses in the assessment booklet, or teachers may interview students and collect evidence through scribing, recording or other strategy.) Students identify the purposes of common digital systems.		Prep **Design and Technologies** Unit 3 **<u>It's Showtime!</u>** In this unit, students 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. 1. Summative Assessment Task One: It's Showtime! Portfolio Students design a character puppet with moving parts to use in a puppet show. Suggested partner units: • Science Our Material World English Unit 2 – Retelling Stories	

Year One Curriculum Map

	Semester One		Semester Two	
	Term One	Term Two	Term Three	Term Four
ENGLISH	English Unit 1 (8 weeks) **<u>Exploring how a story works</u>** In this unit, students 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. 1. Summative Assessment Task One: Responding to imaginative texts Students comprehend and respond to imaginative texts (picture books).	English Unit 2 (5 weeks) **<u>Exploring characters in stories</u>** In this unit, students 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. 1. Summative Assessment Task One: Character description Students create a character description using writing and images. 2. Summative Assessment Task Two: Reading and comprehension (Pam and Lilly) Students demonstrate reading accuracy, fluency and comprehension of character development. English Unit 3 (4 weeks) **<u>Engaging with poetry</u>** In this unit, students listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting. Students recite a poem to the class. 3. Summative Assessment Task Three: Comprehending poetry Students read, view or listen to a poem, identifying language features and vocabulary used in poetry and recognising literal and implied meaning. 4. Summative Assessment Task Four: Poem recitation Students perform a recitation or reading of a poem for a familiar audience.	English Unit 4 (4 weeks) **<u>Examining the language of communication – questioning</u>** In this unit, students listen to, read, view and interpret texts with animal characters to explore how they reflect human qualities. Students create an animal character to be included in a literary text, and discuss their choices in an interview. 1. Summative Assessment Task One: Create and present a character Students create a new character for a familiar story and discuss choices in an interview. English Unit 5 (4 weeks) **<u>Retelling cultural stories</u>** In this unit, students 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. 2. Summative Assessment Task Two: Retelling of a cultural story Students create and present a retelling of a traditional or cultural story.	English Unit 6 (8 weeks) **<u>Creating digital procedural texts</u>** In this unit, students 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. They create a digital multimodal procedure from a literary context. 1. Summative Assessment Task One: Multimodal procedure Students create a digital multimodal procedure, combining and connecting written, visual and spoken elements. 2. Summative Assessment Task Two: Reading and comprehension (Captain Stanislaus) Students demonstrate reading accuracy, fluency and understanding of the different purpose of texts.
MATHEMATICS	Mathematics Unit 1 (8 weeks) Students have opportunities to develop understandings of: • Number and place value - count numbers, represent the ones counting sequence to and from 100 from any starting point, represent and record the twos counting sequence, represent and order 'teen' numbers, show standard partitioning of teen numbers, flexibly partition teen numbers, describe teen numbers referring to the ten and ones, describe growing patterns, represent two-digit numbers, represent and record simple addition and subtraction problems, investigate parts and whole of quantities, investigate subtraction, represent and solve simple addition and subtraction problems, explore commutativity • Using units of measurement - sequence days of the week and months of the year, investigate the features and function of calendars, record significant events, compare time durations, investigate length, compare lengths using direct comparisons, make indirect comparisons of length, measure lengths using uniform informal units • Data representation and interpretation - ask a suitable question for gathering data, gather, record and represent data • Chance - describe the outcomes of familiar events 1. Summative Assessment Task One: My favourite 'teen' number – Students recognise, model, write and order numbers to 20, locate numbers on a number line and partition numbers using place value 2. Summative Assessment Task Two: Classifying outcomes – Students classify outcomes of simple familiar events 3. Summative Assessment Task Three: Measuring with informal units – length	Mathematics Unit 2 (8 weeks) Students have opportunities to develop understandings of: • Patterns and algebra - investigate and describe repeating and growing patterns, connect counting sequences to growing patterns, represent the tens number sequence, represent and record counting sequences, describing number patterns • Number and place value - represent and record counting sequences, partition two-digit numbers, represent and record the tens number sequence, investigate quantities and equality, represent two-digit numbers, standard partitioning of two-digit numbers, model double facts, identify and describe addition and subtraction situations, apply addition strategies, solve subtraction problems, connect addition and subtraction, represent, record and solve simple addition problems • Using units of measurement - describe the duration of an hour, explore and tell time to the hour • Location and transformation - explore and describe location, investigate and describe position, direction and movement, interpret directions • Shape - investigate the features three-dimensional objects and two-dimensional shapes, and describe two-dimensional shapes and three-dimensional objects • Fractions and decimals - investigate wholes and halves, partition to make equal parts • Money and financial mathematics - explore features of Australian coins 1. Summative Assessment Task One: Using the language of direction – Students give and follow directions to familiar locations 2. Summative Assessment Task Two: Describing two-dimensional shapes and three-dimensional objects	Mathematics Unit 3 (8 weeks) Students have opportunities to develop understandings of: • Number and place value - recall, represent and, count collections, position and locate numbers on linear representations, represent and record two-digit numbers, identify digit values, flexibly partition two-digit numbers, partition numbers into more than two parts, represent, explore doubling and halving, record and solve simple addition and subtraction problems • Patterns and algebra - recall the ones, twos and tens counting sequences, identify number patterns, represent the fives number sequence • Fractions and decimals - identify one half • Money and financial mathematics - recognise, describe, and order Australian coins according to their value • Using units of measurement - compare and measure lengths using uniform informal units, order objects based on length, explore capacity, measure capacity using uniform informal units, order objects based on capacity, describe duration in time, tell time to the half hour • Shape - identify and describe familiar two-dimensional shapes, describe geometric features of three-dimensional objects. • Location and transformation - give and follow directions, investigate position, direction and movement 1. Summative Assessment Task One: A Handful of Beads 2. Summative Assessment Task Two: Measuring informal units - capacity 3. Summative Assessment Task Three: Explaining durations and telling time – Students explain time durations and tell time to the half hour	Mathematics Unit 4 (8 weeks) Students have opportunities to develop understandings of: • Fractions and decimals - identify a half • Number and place value - count collections beyond 100, skip count in ones, twos, fives and tens, identify missing elements, describe patterns created by skip counting, model numbers with a range of materials, use standard and non-standard partitioning of 2-digit numbers, position and locate two-digit numbers on a number line, partition a number into more than two parts, explain how the order of join parts does not affect the total, identify compatible numbers to 10, develop and refine mental strategies for addition and subtraction problems, identify related addition and subtraction facts, subtract a multiple of ten from a two-digit number, identify unknown parts in addition and subtraction, solve addition and subtraction problems • Patterns and algebra - investigate growing patterns, connect counting sequences to growing patterns, represent addition and subtraction number patterns • Using units of measurement - compare and sequence familiar events in time • Data representation and interpretation - ask suitable questions to collect data, organise and represent data • Chance - classify events based on chance. 1. Summative Assessment Task One: Adding, subtracting and identifying one half – Students identify representations of one half and solve problems involving addition and subtraction 2. Summative Assessment Task Two: Making inferences from collected data – Students collect data by asking questions, draw and describe data displays and make simple inferences
SCIENCE	Year One Science Unit 1 **<u>Living adventure</u>** In this unit, students 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. 1. Summative Assessment Task One: Describing a habitat Students describe changes in their local environment and how different places meet the needs of living things. Students respond to questions, make predictions and share their observations with others. **Koala Visit**	Year One Science Unit 2 **<u>Material madness</u>** In this unit, students 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. 1. Summative Assessment Task One: Rocking the boat Students describe the effects of physical changes made to a material to make a boat that floats. Students make a prediction, participate in a guided investigation and record and share observations.	Year One Science Unit 3 **<u>Changes around me</u>** In this unit, students will describe the observable features of a variety of landscapes and skies. They will consider changes in the sky and landscape, and the impact of these changes on themselves and other living things. 1. Summative Assessment Task One: Exploring sky and land Students describe objects and events that they encounter in their everyday lives. Students describe changes in the local environment. Students respond to questions and sort and share observations. **Incursion – Star Lab**	Year One Science Unit 4 **<u>Exploring light and sound</u>** In this unit, students 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. Summative Assessment Task - Investigating light and sound Students participate in a guided investigation designing a toy that makes sound, and describe the effects of interacting with it. Students sort objects according to criteria and share observations with others.

<table>
<tr><td>HASS –Taught by specialist teacher</td><td colspan="2">Year One HASS Unit 1

<u>My changing life</u>
Inquiry question: How has my family and daily life changed over time?
In this unit, students:
• 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

1. Summative Assessment Task One: My changing life
Students identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time.</td><td>Year One HASS Unit 2

<u>My changing world</u>
Inquiry questions: What are the features of my local places and how have they changed?
In this unit, students:
• 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

1. Summative Assessment Task One: My changing world
Students conduct an inquiry to investigate places and their features at a local scale.</td></tr>
<tr><td>HEALTH</td><td>Year One Health Unit 3

<u>We All Belong</u>
In this unit, students recognise similarities and differences in individuals and groups, and recognise how strengths and achievements contribute to identity. Students identify and practise emotional responses that reflect their own and others' feelings. They examine and demonstrate ways to include others in activities, and practise strategies to help them and others feel that they belong.

1. Summative Assessment Task One: We All Belong
Students recognise how strengths and achievements contribute to identity and identify how emotional responses impact on others' feelings.</td><td></td><td>Year One Health Unit 2

<u>Good choices, healthy me</u>
In this unit, students 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. Students will describe how to keep themselves and others healthy in different situations.

1. Summative Assessment Task One: Good choices, healthy me:
Students examine messages related to health decisions and describe how to keep themselves and others healthy and physically active.</td></tr>
<tr><td rowspan="2">THE ARTS</td><td rowspan="2"></td><td>Prep_Yr2 Drama Unit 5 2019

<u>Stories come to life</u>
In this unit, students 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.
Students will:
• Explore role and dramatic action in dramatic play and improvisation
• Use voice, facial expression, movement, space and focus to imagine and establish role and situation
• Present drama that communicates ideas based on a picture book
• Respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal peoples and Torres Strait Islander people

1. Summative Assessment Task One: Stories come to life: Collection of work
Students devise, perform and respond to drama using a picture book as stimulus.

Possible performance to visit</td><td>Prep_Yr2 Visual Arts Unit 4 2019

<u>Stormy clouds</u>
In this unit, students explore how visual language can be used to communicate and relate to mood and feelings.
Students will:
• Explore the depiction of weather in artworks by a range of artists, including Aboriginal, Torres Strait Islander and Asian artists, and use this to develop their own artworks
• Experiment with visual conventions (painting approaches, spatial devices) to manipulate colour and effects to communicate meaning
• Display artworks and share ideas about choices made for visual language, techniques and processes in their artworks
• Describe and interpret mood and atmosphere created by weather in artworks.

1. Summative Assessment Task One: Stormy clouds: Collection of work
Students make and respond to artworks that show weather and feelings.</td></tr>
<tr><td>Prep_Yr2 Dance Unit 1 2020

<u>Dancing characters</u>
In this unit, students make and respond to dance by exploring characters in stories and rhymes as stimulus.

1. Summative Assessment Task One: Dancing characters: Collection of work
Students respond to, perform and choreograph dance that represents a character.</td><td>Prep_Yr2 Media Unit 3 2020

<u>Family portraits</u>
In this unit, students use digital manipulation to present alternative representations of family portraiture.
Students will:
• Explore contemporary family portrait representations in the form of digital collage combining representations of family members to communicate relationships
• Experiment with abstraction and media technology (photographing, selecting, copying, pasting, moving, resizing, rotating, grouping and adding sound) to manipulate existing images
• Present manipulated images in digital or print form to share understanding of generational relationships
• Describe and discuss the representation of family relationships 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

1. Summative Assessment Task One: Family portraits: Collection of work
Students explore how families are depicted in media artworks and create alternative representations of family through portraiture.</td></tr>
<tr><td>TECHNOLOGIES</td><td colspan="2">Year One Design and Technologies Unit 2

<u>Grow, Grow, Grow</u>
In this unit, students 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 examine how farms meet peoples' needs. They will design solutions for problems on a farm to produce food and follow steps to make a healthy snack.

1. Summative Assessment Task One: Grow, Grow, Grow – portfolio
Students describe needs, technologies and designed solutions for a farm and sequence steps to prepare a healthy food.

Suggested partner unit:
• Science – Living and Non Living
• Term Two Implementation</td><td>Year One Digital Technologies Unit 1

<u>Computers – Handy helpers</u>
In this unit, students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas.
They will:
• Recognise and explore how digital and information systems are used for particular purposes in daily life
• Collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning
• Describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts
• Develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps, and hiding unnecessary information when solving simple problems
• Work independently and with others to create and organise ideas and information, and share these with known people in safe online environments

1. Summative Assessment Task One: Handy Helpers: Part B
Students represent data to make meaning, create and share information using collected data to convey meaning,
(Assessment will be based on observations of the use of digital technologies to collect data, make meaning, represent data and organise ideas and information, and student interviews)</td></tr>
</table>

Year Two Curriculum Map

	Semester One		Semester Two	
	Term One	Term Two	Term Three	Term Four
ENGLISH	English Unit 1 (5 weeks) **Reading, writing and performing poetry** In this unit, students read and listen to a range of poems to create a poetry innovation. Students present their poem or rhyme to a familiar audience and explain their preference for aspects of poems. 1. Summative Assessment Task One: Innovation of a poem Students create and present an innovation of a known poem to a familiar audience. English Unit 2 (4 weeks) **Stories of families and friends** In this unit, students explore texts to analyse how stories convey a message about issues that relate to families and friends. Students will write an imaginative new narrative about family relationships and/or friendships for a familiar animal character. 2. Summative Assessment Task Two: Imaginative narrative Students create a new narrative about family relationships and/or friendships for a familiar animal character.	English Unit 3 (8 weeks) **Exploring characters** In this unit, students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts. 1. Summative Assessment Task One: Reading and comprehension (Letter to Mr Wolf) Students demonstrate reading accuracy and respond orally to comprehension questions. 2. Summative Assessment Task Two: Expressing a preference for a character Students compare characters in two versions of the same story and express a preference for a character.	English Unit 4 (4 weeks) **Exploring procedural text** In this unit, students listen to, read and view a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text. Students create, rehearse and present a procedure in front of their peers. 1. Summative Assessment Task One: Multimodal procedure Students create, rehearse and present a multimodal procedure. English Unit 5 (4 weeks) **Exploring informative texts** In this unit, students read, view and listen to a range of texts to comprehend and compare the text structures and language features of imaginative and informative texts. Students create an informative text with a supporting image. 2. Summative Assessment Task Two: Writing an informative text Students create an informative text with a supporting image.	English Unit 6 (8 weeks) **Exploring plot and characterisation in stories** In this unit, students explore a variety of stories in picture books and from other cultures to explore how stories use plot and characterisation to entertain and engage an audience. Students create a written imaginative event to be added to a familiar narrative, with appropriate images that match the text. 1. Summative Assessment Task One: Reading comprehension Students read aloud and respond to comprehension questions with oral responses focusing on literal and inferred meaning. 2. Summative Assessment Task Two: Create a digital multimodal text Students write an imaginative event to add to a familiar narrative and support the event with appropriate images that match the text.
MATHEMATICS	Mathematics Unit 1 Students have opportunities to develop understandings of: • Using units of measurement - order days of the week and months of the year, use calendars to record and plan significant events, connect seasons to the months of the year, compare lengths using direct comparison, compare lengths using indirect comparison, measure and compare lengths using non-standard units • Number and place value - count collections in groups of ten, represent two-digit numbers, read and write two-digit numbers, connect two-digit number representations, partition two-digit numbers, use the twos, fives and tens counting sequence, investigate twos, fives and tens number sequences, representing addition and subtraction, use part-part-whole relationships to solve problems, connect part part-whole understanding to number facts, recall addition number facts, add strings of single-digit numbers, add 2-digit numbers, represent multiplication and division, solve simple multiplication and division problems • Data representation and interpretation - Collect simple data, record data in lists and tables, display data in a picture graph, describe outcomes of data investigations • Chance - Identify everyday events that involve chance, describe chance outcomes, describe events as likely, unlikely, certain, impossible 1. Summative Assessment Task One: Adding and Subtracting Numbers – Students perform addition and subtraction problems using a range of strategies. 2. Summative Assessment Task Two: In the toyshop window - Students collect, organise and represent data to make simple references.	Mathematics Unit 2 Students have opportunities to develop understandings of: • Shape - recognise and name familiar 2D shapes, describe the features of 2D shapes, draw 2D shapes and describe the features of familiar 3D objects • Number and place value - represent two-digit numbers, partition two-digit numbers into place value parts, represent addition situations, describe part-part-whole relationships, add and subtract single- and two-digit numbers, solve addition and subtraction problems, represent multiplication, represent division, solve simple grouping and sharing problems • Patterns and algebra - identify the 3s counting sequence, describe number patterns, identify missing elements in counting patterns, and solve simple number pattern problems • Fractions and decimals - represent halves, quarters and eighths of shapes and collections, describe the connection between halves, quarters and eighths, and solve simple number problems involving halves, quarters and eighths. • Using units of measurement - identify the number of days in each month, relate months to seasons, tell time to the quarter hour; compare and order area of shapes and surfaces, cover surfaces to represent area, measure area with informal units • Location and transformation - interpret simple maps of familiar locations, describe 'bird's-eye view', use appropriate language to describe locations, use simple maps to identify locations of interest • Money and financial mathematics - describe the features of Australian coins, count coin collections, identify equivalent combinations, identify $5 and $10 notes, count small collections of coins and notes 1. Summative Assessment Task One: Money and additive concepts – Students associate collections of Australian notes and coins with their values. To solve simple addition and subtraction problems using a range of strategies. 2. Summative Assessment Task Two: Additive number patterns and time - Students recognise and continue describe additive number patterns. They tell time to the quarter hour. 3. Summative Assessment Task Three: Investigating simple maps of familiar locations	Mathematics Unit 3 Students have opportunities to develop understandings of: • Number and place value - count to and from 1000, represent three-digit numbers, compare and order three-digit numbers, partition three-digit numbers, read and write three-digit numbers, recall addition number facts, identify related addition and subtraction number facts, add and subtract with two-digit numbers, represent multiplication and division, use multiplication to solve problems, count large collections, • Fractions - divide shapes and collections into halves, quarters and eighths, solve simple fraction problems. • Using units of measurement - compare and order objects, measure length, area and capacity using informal units, identify purposes for calendars, explore seasons and calendars • Location and transformation - describe the effect of single-step transformations, including turns, flips and slides, identify turns, flips and slides in real-world situations • Money and financial mathematics — count collections of coins and notes, make and compare money amounts, read and write money amounts 1. Summative Assessment Task One: Count, multiply and divide - Students count to and from 1000 (place value concepts), represent multiplication by grouping into sets and divide collections and shapes into halves, quarters and eighths. 2. Summative Assessment Task Two: Compare them! Order them! - Students measure, compare and order several objects using uniform informal units. 3. Summative Assessment Task Three - Students use a calendar to identify dates and the months included in seasons. 4. Summative Assessment Task Four: Counting Collections - Counting to and from 1000	Mathematics Unit 4 Students have opportunities to develop understandings of: • Data representation and interpretation – Use data to answer questions, represent data • Chance - explore the language of chance, make predictions based on data displays • Shape – draw two-dimensional shapes, draw two-dimensional shapes with straight sides and curved lines, describe two-dimensional shapes, describe three-dimensional objects • Number and place value - recall addition and subtraction number facts, identify related addition and subtraction facts, add and subtract with single, 2-digit and 3-digit numbers, use place value to solve addition and subtraction problems, represent multiplication and division, connect multiplication and division • Using units of measurement - directly compare mass of objects, use informal units to measure mass, length, area and capacity of objects and shapes, compare and order objects and shapes based on a single attribute, tell time to the quarter hour • Location and transformation - identify half and quarter turns, represent flips and slides, interpret simple maps • Fractions and decimals - identify halves, quarter and eights of shapes and collections 1. Summative Assessment Task One: Recognising 2D and 3D objects - Students draw two-dimensional shapes, recognise the features of three-dimensional objects 2. Summative Assessment Task Two: Transformations – Students explain the effects of one-step transformations. 3. Summative Assessment Task Three: Representing data and chance - Students describe outcomes for everyday events, collect, organise, represent and make sense of collected data and make simple inferences.
SCIENCE	Year Two Science Unit 2 **Toy factory** In this unit, students will 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. 1. Summative Assessment Task One: Designing a toy Students design a toy that will move with a push or pull, and describe a change to the toy and how it affects the toy's movement. They pose an investigation question and make a prediction about the toy's movement. Students represent and communicate observations and ideas.	Year Two Science Unit 3 **Good to grow** In this unit, students examine how living things, including plants and animals, change as they grow. They ask questions about, investigate and compare the changes that occur to different living things during their life stages. 1. Summative Assessment Task One: Exploring growth Students describe and represent the changes to a living thing in its life stages. Students compare the life stages of two different living things.	Year Two Science Unit 1 **Mix, make and use** In this unit, students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students understand that science involves asking questions about, and describing changes to, familiar objects and materials. 1. Summative Assessment Task One: Combining materials for a purpose Students investigate the combination of materials used to make an object for a particular purpose. Students record and represent observations and communicate ideas.	Year Two Science Unit 4 **Save planet Earth** In this unit, students will 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. 1. Summative Assessment Task One: Using Earth's resources Students identify different uses of one of Earth's resources and describe ways to conserve it. Students use informal measurements to make observations.

<table>
<tr><td>HASS – Taught by specialist teacher</td><td colspan="2">Year Two HASS Unit 1

<u>Present connections to places</u>
Inquiry question: How are people connected to their place and other places?
In this unit, students:
• 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

1. Summative Assessment Task One: Present connections to places
Students explore the location and significant features of places and consider how people are connected to these and why they should be preserved.</td><td>Year Two HASS Unit 2

<u>Impacts of technology over time</u>
Inquiry questions: What aspects of the past can you see today and what do they tell us?

In this unit, students:
• 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

1. Summative Assessment Task One: Impacts of technology over time
Students conduct an inquiry to answer the question: How and why have changes in road transport affected the lives of people over time?</td></tr>
<tr><td>HEALTH</td><td>Year Two Health Unit 1

<u>My classroom is healthy, safe and fun</u>
In this unit, students investigate the concept of what health is and the foods and activities that make them healthy. They explore opportunities in the classroom environment where healthy and safe practices can be implemented. Students identify the actions that they can apply to keep themselves and others healthy and safe in their classroom.

1. Summative Assessment Task One: My classroom is healthy, safe and fun:
Students describe how to keep themselves and others healthy and safe within a classroom setting and select a health or safety strategy for an outside setting.</td><td></td><td>Year Two Health Unit 3

<u>Stay Safe</u>
In this unit In this unit, students explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and identify the emotions they feel in response to safe and unsafe situations. Students consider different aspects of sun safety and how they can promote their health, safety and wellbeing.

1. Summative Assessment Task One: Stay Safe
Students describe changes as they grow older. Students identify emotional responses impact on others' feelings and select and apply strategies to keep themselves safe and ask for help with tasks or problems.</td></tr>
<tr><td>THE ARTS</td><td>Prep_Yr2 Drama Unit 2 2019

<u>Poetry alive</u>
In this unit, students make and respond to drama by exploring ways that ideas in poetry can be a stimulus for dramatic action.

1. Summative Assessment Task One: Poetry alive: Collection of work (shadow puppets)
Students devise, perform and respond to drama focusing on situations and ideas expressed in a poem.

Pick a Peck of Pickles Poems – Poetry Bought to life: $5.50

Prep_Yr2 Dance Unit 5 2020

<u>Action stories</u>
In this unit, students make and respond to dance by exploring action stories as stimulus.

1. Summative Assessment Task One: Action stories: Collection of work
Students choreograph, perform and respond to dance by exploring the stimulus of action stories.

Dance Troop/Company</td><td></td><td>Prep_Yr2 Visual Arts Unit 2 2019

<u>Up, down and all around</u>
In this unit, students explore methods of abstraction and imaginative processes to communicate experiences, observations and personal connection to places.
Students will:
• explore the visual language of expressive landscape depiction in artworks by a range of artists, including Aboriginal peoples, Torres Strait Islander peoples and Asian artists and use this
to develop their own artworks
• experiment with visual conventions (printmaking, mixed media, collage, and drawing) to create expressive observational artworks about places
• display artworks and share ideas about emotive visual language choices they made in their artworks
• describe and interpret artists' personal connection to place.

1. Summative Assessment Task One: Up, down and all around: Collection of work
Students explore sense of place through imaginative experimentation with a range of materials and processes.

Prep_Yr2 Media Unit 1 2020

Family stories
In this unit, students will explore characters and settings in media artworks inspired by a family story.

1. Summative Assessment Task One: Family stories: Collection of work
Students explore characters and settings in media artworks inspired by a family story.</td></tr>
<tr><td>TECHNOLOGIES</td><td colspan="2">Year Two Design and Technologies Unit 1

<u>Spin It!</u>
In this unit, students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a spinning toy.

1. Summative Assessment Task One: Spin It! Portfolio
Students create a spinning toy by applying their understanding of how forces create movement and by using skills of investigating, generating designs, producing, evaluating and managing.

Suggested partner unit:
• Year 2 Unit 2 - Toy factory.
• Semester 1 Implementation (Term 2)</td><td>Year Two Digital Technologies Unit 1

<u>Computers – Handy helpers</u>
In this unit, students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas.
They will:
• Recognise and explore how digital and information systems are used for particular purposes in daily life
• Collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning
• Describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts
• Develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps, and hiding unnecessary information when solving simple problems
• Work independently and with others to create and organise ideas and information, and share these with known people in safe online environments.

1. Summative Assessment Task One: Handy Helpers: Part C (This can be completed in this assessment booklet, with teachers scribing written text where appropriate.)
Students design an algorithm to solve a problem.

Year 2 – Semester 2 – bee bots</td></tr>
</table>

Year Three Curriculum Map

	Semester One		Semester Two	
	Term One	Term Two	Term Three	Term Four
ENGLISH	English Unit 1 (4 weeks) **<u>Analysing and creating persuasive texts</u>** In this unit, students read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience. 1. Summative Assessment Task One: Persuasive texts Students examine ways persuasive language features are used to influence an audience. English Unit 2 (4 weeks) **<u>Investigating characters</u>** In this unit, students 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. 2. Summative Assessment Task Two: Reading comprehension Students comprehend literal and implied meaning in a text and identify and explain the author's use of language. 3. Summative Assessment Task Three: Imaginative narrative Students write an imaginative narrative on a familiar theme of 'friendship' that develops characters.	English Unit 3 (8 weeks) **<u>Exploring character and setting in texts</u>** In this unit, students listen to, read, view and analyse informative and literary texts. They create and present a spoken procedure in the role of a character. 1. Summative Assessment Task One: Persuasive letter Students write a letter to persuade a known audience. 2. Summative Assessment Task Two: Procedural presentation Students create and present a spoken procedure in the role of a character from a story, where the character is explaining how to do something.	English Unit 4 (4 weeks) **<u>Examining stories from different perspectives</u>** In this unit students listen to, view, read and compare a range of stories, with a focus on different versions of the same story. They comprehend stories and create a spoken retelling of a story from a different perspective. 1. Summative Assessment Task One: Retelling a narrative from a different perspective Students prepare and present a spoken retelling of a familiar narrative from the perspective of another character in the text. English Unit 5 (4 weeks) **<u>Examining imaginative texts</u>** In this unit, students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual features used to suit context, purpose and audience. 2. Summative Assessment Task Two: Reading comprehension Students comprehend a story, drawing on knowledge of context, text structure and language features, and evaluate language and images in the text. 3. Summative Assessment Task Three: Creating a multimodal text	English Unit 6 (8 weeks) **<u>Reading, writing and performing poetry</u>** In this unit, students listen to, read, view and adapt Australian poems. They analyse texts by exploring the context, purpose and audience and how language features and language devices can be adapted to create new meaning. 1. Summative Assessment Task One: Writing and presenting poetry Students write and present an adaptation of a poem.
MATHEMATICS	Mathematics Unit 1 Students have opportunities to develop understandings of: • Using units of measurement - tell time to 5-minute intervals, identify one metre as a standard metric unit, represent a metre, measure with metres • Number and place value - count to 1 000, investigate the 2s, 3s, 5s and 10s number sequences, identify odd and even numbers, represent 3-digit numbers, compare and order 3-digit numbers, partition numbers (standard and non-standard place value partitioning), recall addition facts and related subtraction facts, represent and solve addition problems, add 2-digit, single-digit and 3-digit numbers, subtract 2-digit and 3-digit numbers, represent multiplication, solve simple problems involving multiplication, recall multiplication number facts • Data representation and interpretation - collect simple data, record data in lists and tables, display data in a column graph, interpret and describe outcomes of data investigations, identify questions of interest based on one categorical variable, gather data relevant to a question, organise and represent data, interpret data displays • Chance - conduct chance experiments, describe the outcomes of chance experiments, identify variations in the results of chance experiments 1. Summative Assessment Task One: Adding and Subtracting Numbers – Students perform addition and subtraction problems using a range of strategies. 2. Summative Assessment Task Two: Conduct a chance experiment - Students collect and interpret data from simple chance experiments. 3. Summative Assessment Task Three: Conduct a data investigation.	Mathematics Unit 2 Students have opportunities to develop understandings of: • Shape - identify and describe the features of familiar three-dimensional objects, make models of 3D objects • Number and place value - compare and order three-digit numbers, partition three-digit numbers into place value parts, investigate 1 000, count to and beyond 1 000, use place value to add and subtract numbers, recall addition number facts, add and subtract three-digit numbers, add and subtract numbers eight and nine, solve addition and subtraction word problems, double and halve multiples of ten • Patterns and algebra - infer pattern rules from familiar number patterns, identify and continue additive number patterns, identify missing elements in number patterns • Fractions and decimals - describe fractions as equal portions or shares, represent halves, quarters and eighths of shapes and collections, represent thirds of shapes and collections • Location and transformation - represent positions on a simple grid map, show full, half and quarter turns on a grid map, describe positions in relation to key features, represent movement and pathways on a simple grid map • Geometric reasoning - identify angles in the environment, construct angles with materials, compare the size of familiar angles in everyday situations • Money and financial mathematics - count collections of coins and notes, make and match equivalent combinations, calculate change from simple transactions, solve a range of simple problems involving money 1. Summative Assessment Task One: Adding, subtracting and partitioning numbers - Students recall addition and subtraction facts and apply place value understanding to partition, rearrange and regroup numbers.	Mathematics Unit 3 Students have opportunities to develop understandings of: • Number and place value — count in sequences beyond 1000, represent, combine and partition 4-digit numbers flexibly, represent multiplication as arrays and repeated addition, recall multiplication number facts, identify related division number facts, make models and use number sentences that represent problem situations, recall addition and subtraction facts, identify and describe the relationship between addition and subtraction, choose appropriate mental and written strategies to add and subtract • Money and financial mathematics — represent money amounts in different ways, count collections of coins and notes accurately and efficiently, calculate change and simple totals, choose appropriate mental strategies to add and subtract • Fractions and decimals — represent and compare unit fractions of shapes and collections, represent unit fractions symbolically, solve simple problems involving, halves, thirds, quarters and eighths • Patterns and algebra— connect number representations with number patterns, use number properties to continue number patterns, identify pattern rules to find missing elements in patterns • Location and transformation — identify examples of symmetry in the environment, classify shapes as symmetrical and non- symmetrical • Units of measurement — use familiar metric units to order and compare objects, explain measurement choices, represent time to the minute on digital and analogue clocks, transfer knowledge of time to real-life contexts 1. Summative Assessment Task One: Patterning and connecting addition and subtraction - Students classify numbers as either odd or even, continue number patterns involving addition and subtraction, recall addition and subtraction facts for single-digit numbers and recognise the connection between addition and subtraction. 2. Summative Assessment Task Two: Money (e assessment) - Students will represent money values in various ways and correctly count out change from financial transactions. 3. Summative Assessment Task Three: Measuring length, mass and capacity using metric units - Students use metric units for length, mass and capacity. 4. Summative Assessment Task Four: Telling Time – Students tell time to the nearest minute and solve problems involving time.	Mathematics Unit 4 Students have opportunities to develop understandings of: • Number and place value — recall addition and related subtraction number facts, use 'part-part-whole' thinking to interpret and solve addition and subtraction word problems, add and subtract using a written place value strategy, recall multiplication and related division facts, multiply 2-digit numbers by single-digit multipliers, interpret and solve multiplication and division word problems • Fractions and decimals — identify, represent and compare familiar unit fractions and their multiples (shapes, objects and collections), describe the fractional relationship between parts and the whole, record fractions symbolically, recognise key equivalent fractions, solve simple problems involving fractions • Money and financial mathematics - represent money values in multiple ways, count the change required for simple transactions to the nearest five cents. • Location and transformation — represent symmetry, interpret simple maps and plans • Chance — explore the language of chance, make predictions based on data displays • Geometric reasoning - identify angles as measures of turn, compare angle sizes in everyday situations • Shape - make models of three-dimensional objects, sort and describe three-dimensional objects with curved surfaces • Using units of measurement - measure, order and compare objects using familiar metric units of length, mass and capacity, tell time to the minute, investigate the relationship between units of time. 1. Summative Assessment Task One: Using unit fractions and multiplication – Students recall multiplication facts for single-digit numbers, solve problems using efficient strategies for multiplication, and model and represent unit fractions. 2. Summative Assessment Task Two: Interpreting grid maps, and identifying symmetry, three-dimensional objects and angles – Students match positions on maps with given information, and identify symmetry in the environment. To make a model of a three-dimensional object and recognise angles in real situations. Students draw two-dimensional shapes, recognise the features of three-dimensional objects and explain the effects of one-step transformations. 3. Summative Assessment Task Two: Counting to and from 10 000
SCIENCE	Year Three Science Unit 4 **<u>What's the matter?</u>** In this unit, students will understand how a change of state between solid and liquid can be caused by adding or removing heat. They will explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. 1. Summative Assessment Task One: Investigating solids and liquids Students conduct an investigation about liquids and solids changing state when	Year Three Science Unit 3 **<u>Hot stuff</u>** In this unit, students will investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They will explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. 1. Summative Assessment Task One: Understanding heat Students conduct an investigation into the behaviour of heat to explain everyday	**Year Three Science Unit 1** **<u>Is it living?</u>** In this unit, students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features.	**Year Three Science Unit 2** **<u>Spinning Earth</u>** In this unit, students will 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 will identify the observable and non-observable features of Earth and compare its size with the sun and moon. 1. Summative Assessment Task One: Investigating the sun, Earth and us

	heat is added or taken away. Students make a prediction, record observations and suggest reasons for findings. Students describe how safety and fairness were considered.	observations. Students describe how science investigations can be used to respond to questions. Students describe how safety and fairness were considered and use diagrams and other representations to communicate ideas. **Incursion – Street Science: approx. $14**	1. Summative Assessment Task One: Investigating living things Students group living things based on observable features and distinguish them from non-living things.	Students explain the cause of everyday observations on Earth, including night and day, sunrise and sunset, and shadows, and use diagrams and other representations to communicate ideas.
HASS – Taught by specialist teacher	Year Three HASS Unit 1 **<u>Our unique communities</u>** Inquiry questions: How do people contribute to their unique communities? In this unit, students: • identify individuals, events and aspects of the past that have significance in the present • identify and describe aspects of their community that have changed and remained the same over time • explain how and why people participate in and contribute to their communities • identify a point of view about the importance of different celebrations and commemorations to different groups • pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions • sequence information about events and the lives of individuals in chronological order • communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms. 1. Summative Assessment Task One: Our unique communities Students conduct an inquiry to answer the following inquiry question: How and why are Anzac Day commemorations significant for different groups?		Year Three HASS Unit 2 **<u>Exploring places near and far</u>** Inquiry questions: How and why are places similar and different? In this unit, students: • identify connections between people and the characteristics of places • describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places • interpret data to identify and describe simple distributions and draw simple conclusions • record and represent data in different formats, including labelled maps using basic cartographic conventions. • explain the role of rules in their community and share their views on an issue related to rule-making • describe the importance of making decisions democratically and propose individual action in response to a democratic issue • communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms. 1. Summative Assessment Task One: Exploring places near and far Students identify, describe and interpret data about Australian places and explain the importance of making decisions democratically, the role of rules in the community and action in response to an issue.	
HEALTH	Year Three Health Unit 1 **<u>Good Friends</u>** Students investigate how emotional responses vary and understand how being a good friend helps them to interact positively with others in a variety of situations. They recognise strategies for managing change and identify how meeting challenges strengthens identity. 1. Summative Assessment Task One: Good Friends Students recognise strategies for managing change and identify influences that strengthen identity. They investigate how emotional responses vary and understand how to interact positively with others.		Year Three Health Unit 2 **<u>Feeling Safe</u>** In this unit, students investigate how emotional responses vary and understand how to interact positively with others. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe. They explore risk-taking behaviours, their rights and responsibilities and explore bullying behaviours and strategies to reduce it and identify people who can help them make good decisions and stay safe. 1. Summative Assessment Task One: Feeling Safe Students investigate how emotional responses vary and understand how to interact positively with others. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe.	
THE ARTS	Year 3/4 **Drama** Unit 1 **2019** **<u>Dramatic traditions</u>** In this unit, students make and respond to drama by exploring dramatic traditions and practices in stories of Australia (including Aboriginal drama and Torres Strait Islander drama) and Australia's neighbouring countries as stimulus. Students will: • Explore ideas and narrative structures of stories from Australia and neighbouring countries through roles and situations and use empathy in their own improvisations and devised drama • Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place • Shape and perform dramatic action using narrative structures and tension in devised and scripted drama • Identify intended purposes and meaning of drama using the elements of drama to make comparisons. 1. Summative Assessment Task One: Dramatic traditions: Collection of work Students devise, perform and respond to a drama based on storytelling.		Year 3/4 **Visual Arts** Unit 2 **2019** **<u>Tiny worlds</u>** In this unit, students explore through the manipulation of visual language to represent human connections to imagined environments inspired by real places. Students will: • Explore and identify purpose and meaning of visual language and symbolism in artworks by artists from different cultures who communicate relationships to environments and places • Experiment with visual conventions and visual language to depict personal responses and qualities of imaginary environments inspired by real places (mixed-media techniques, colour relationships - warm/cool; application of materials - harsh/gentle) • Collaborate, plan and create an artwork to depict an imaginary tiny world • Compare contemporary artworks of artists that communicate personal experience with environments and natural landforms and use art terminology to communicate meaning. 1. Summative Assessment Task One: Tiny worlds: Collection of work	
	Year 3/4 **Media** Unit 3 **2020** **<u>On the cover</u>** In this unit, students explore magazine cover design through representation and characterisation of people in their community, including themselves, and compare the digitisation of magazines on the internet. Students 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 peoples and Torres Strait Islander peoples. 1. Summative Assessment Task One: On the cover: Collection of work Students explore media artworks that inform the making of an electronic magazine cover that appeals to a target audience.		Year 3/4 **Dance** Unit 2 **2020** **<u>Dance messages</u>** In this unit, students make and respond to dance by exploring how dance is used to represent stories. Students 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. 1. Summative Assessment Task One: Dance messages: Collection of work Students choreograph, perform and respond to dance by exploring how dance is used to represent stories.	
TECHNOLOGIES	Year Three **Design and Technologies** Unit 2 **<u>What's for Lunch?</u>** In this unit, students 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. 1. Summative Assessment Task One: Portfolio Students design and make a lunch item that includes modern and traditional technologies. Suggested partner units: • HASS Year 3 Unit 1 - Our unique communities		Year Three **Digital Technologies** Unit 1 **<u>What digital systems do you use?</u>** Students 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. 1. Summative Assessment Task One: What digital systems do you use? Portfolio (scratch) Students demonstrate knowledge and understanding of digital systems and apply skills in defining, designing, implementing and evaluating a digital solution (simple guessing game) using a visual programming language. Suggested partner units: • Science Year 3 Unit 1: Is it living?	

Year 3/4 Curriculum Map

Semester One

Term One

ENGLISH

English Unit 1 (5 weeks)

Investigating author's language in a familiar narrative
In this unit, students listen to, view and read simple chapter books to explore the use of descriptive language in the construction of character. They also examine and analyse the language features and techniques used by the author. Through a written response or creation of a new chapter, trick or plan, students develop alternative behaviours and actions for a character.
(This unit has been informed by aspects of Year 4 Unit 1 *Investigating author's language in a familiar narrative*.)

1. Summative Assessment Task One: Fantastic Mr Fox - Reading Comprehension
Students complete a reading comprehension task to demonstrate understanding of how authors and illustrators use language to make stories interesting.
2. Summative Assessment Task Two: A new chapter
Students create an imaginative new chapter for a book.

English Unit 2 (5 weeks)

Creating persuasive articles
In this unit, students read, view and analyse digital, written and spoken persuasive texts. They use their growing knowledge of literature and language to write a persuasive magazine article.
(This unit has been informed by aspects of Year 3 Unit 1 Analysing and creating a persuasive text.)

3. Summative Assessment Task Three: Create a persuasive text for a magazine article
Students choose a topic of interest and plan, draft and edit a written persuasive article.

MATHEMATICS

Year 3 Mathematics Unit 1

Students have opportunities to develop understandings of:

- **Number and place value** - count to 1 000, investigate the 2s, 3s, 5s and 10s number sequences, identify odd and even numbers, represent 3-digit numbers, compare and order 3-digit numbers, partition numbers (standard and non-standard place value partitioning), recall addition facts and related subtraction facts, represent and solve addition problems, add 2-digit, single-digit and 3-digit numbers, subtract 2-digit and 3-digit numbers, represent multiplication, solve simple problems involving multiplication, recall multiplication number facts
- **Using units of measurement** - tell time to 5-minute intervals, identify one metre as a standard metric unit, represent a metre, measure with metres
- **Chance** - conduct chance experiments, describe the outcomes of chance experiments,
- identify variations in the results of chance experiments
- **Data representation and interpretation** - collect simple data, record data in lists and tables, display data in a column graph, interpret and describe outcomes of data investigations, identify questions of interest based on one categorical variable, gather data relevant to a

Year 4 Mathematics Unit 1

Students have opportunities to develop understandings of:

- **Number and place value** - make connections between representations of numbers; partition and combine numbers flexibly; recall multiplication facts; formulate, model and record authentic situations involving operations; compare large numbers; generalise from number properties and results of calculations; and derive strategies for unfamiliar multiplication and division tasks
- **Fractions and decimals** - communicate sequences of simple fractions
- **Using units of measurement** (Time) - use appropriate language to communicate times, compare time durations, use am and pm notation, solve simple time problems and use instruments to accurately measure lengths
- **Patterns and algebra** - using properties of numbers to continue patterns.
- **Chance** - comparing dependent and independent events; describing probabilities of everyday events
- **Data representation and interpretation** - collecting and recording data; communicating information using graphical displays, evaluate the appropriateness of different displays, write questions to collect

Term Two

ENGLISH

English Unit 3 (5 weeks)

Investigating Characters
In this unit, students listen to, view, read and explore short narratives, simple chapter books or digital stories to explore the use of descriptive language in the construction of character. Students read a novel and build literal and inferred meaning from the text. They express a point of view about the thoughts, feelings and actions of the main characters in a novel and present a multimodal presentation to the class.
(This unit is based on Year 3 Unit 2 'Investigating characters'. Year 4 concepts are embedded in the learning sequence.)

1. Summative Assessment Task One: Multimodal response to a narrative
Students create a multimodal presentation to express their opinion about the actions of a main character in a significant event. They evaluate the character's behaviour and present their opinion to the class.
2. Summative Assessment Task Two: Guided Reading Checklist
Students read an extract from 'Matty Forever'

MATHEMATICS

Year 3 Mathematics Unit 2

Students have opportunities to develop understandings of:

- **Number and place value** - compare and order three-digit numbers, partition three-digit numbers into place value parts, investigate 1 000, count to and beyond 1 000, use place value to add and subtract numbers, recall addition number facts, add and subtract three-digit numbers, add and subtract numbers eight and nine, solve addition and subtraction word problems, double and halve multiples of ten
- **Patterns and algebra** - infer pattern rules from familiar number patterns, identify and continue additive number patterns, identify missing elements in number patterns
- Fractions and decimals - describe fractions as equal portions or shares, represent halves, quarters and eighths of shapes and collections, represent thirds of shapes and collections
- **Location and transformation** - represent positions on a simple grid map, show full, half and quarter turns on a grid map, describe positions in relation to key features, represent movement and pathways on a simple grid map
- **Geometric reasoning** - identify angles in the environment, construct angles with materials, compare the size of familiar angles in everyday situations
- **Money and financial mathematics** - count collections of coins and notes,

Year 4 Mathematics Unit 2

Students have opportunities to develop understandings of:

- **Number and place value** - recognise, read and represent five-digit numbers, identify and describe place value in five-digit numbers, partition numbers using standard and non-standard place value parts, make connections between representations of five-digit numbers, compare and order five-digit numbers, identify odd and even numbers, make generalisations about the properties of odd and even numbers, make generalisations about adding, subtracting, multiplying and dividing odd and even numbers, extend fluency and recall of 3s, 6s, 9s facts, solve multiplication and division problems, revise informal recording methods and strategies used for calculations, apply mental and written strategies to computation, revise addition and subtraction concepts, solve addition and subtraction problems, consolidate multiplication problems, use appropriate strategies to solve problems
- **Fractions and decimals** - revise and develop understanding of the proportion and relationships between fractions in the halves family and thirds family, counting and representing fractions on number lines, represent fractions using a range of models, solve

Semester Two

Term Three

ENGLISH

English Unit 5 (5 weeks)

Examining traditional stories
In this unit, students read and analyse traditional stories from Asia. They demonstrate understanding by identifying structural and language features, finding literal and inferring meaning and explaining the message or moral in traditional stories from Asia.
(This unit is based on Year 4 Unit 3 'Examining traditional stories from Asia'.)

1. Summative Assessment Task One: Traditional Story
Students write a traditional story with a moral or message for a younger audience.

English Unit 6 (5 weeks)

Examining humour in poetry
In this unit, students identify and analyse the literary devices of humour used in poetry by different authors. They create a humorous poem and present it to a familiar audience in an informal context.
(This unit is based on Year 4 Unit 2 Examining humour in poetry.)

2. Summative Assessment Task Two: Interpreting and evaluating a humorous poem – Reading comprehension
Students will interpret and evaluate a humorous poem for its characteristic features

MATHEMATICS

Year 3 Mathematics Unit 3

Students have opportunities to develop understandings of:

- **Number and place value** — count in sequences beyond 1000, represent, combine and partition 4-digit numbers flexibly, represent multiplication as arrays and repeated addition, recall multiplication number facts, identify related division number facts, make models and use number sentences that represent problem situations, recall addition and subtraction facts, identify and describe the relationship between addition and subtraction, choose appropriate mental and written strategies to add and subtract
- Money and financial mathematics — represent money amounts in different ways, count collections of coins and notes accurately and efficiently, calculate change and simple totals, choose appropriate mental strategies to add and subtract
- Fractions and decimals — represent and compare unit fractions of shapes and collections, represent unit fractions symbolically, solve simple problems involving, halves, thirds, quarters and eighths
- Patterns and algebra— connect number representations with number patterns, use number properties to continue number patterns, identify pattern rules to find missing elements in patterns
- Location and transformation — identify examples of symmetry in the environment, classify shapes

Year 4 Mathematics Unit 3

Students have opportunities to develop understandings of:

- **Money and financial mathematics** - represent, calculate and round amounts of money required for purchases and change
- Number and place value -sequence number values; apply number concepts and place value understanding to the calculation of addition, subtraction, multiplication and division
- **Fractions and decimals** - partition to create fraction families; identify, model and represent equivalent fractions; count by fractions; solve simple calculations involving fractions with like denominators, model and represent tenths and hundredths, make links between fractions and decimals, count by decimals, compare and sequence decimals
- **Location and transformation** - investigate different types of symmetry; analyse and create symmetrical designs
- **Using units of measurement** - use scaled instruments to measure and compare length, mass, capacity and temperature, measure areas using informal units and investigate standard units of measurement
- **Shape** - compare the areas of regular and irregular shapes using informal units of area measurement
- **Patterns and algebra** - use equivalent addition and subtraction

Term Four

ENGLISH

English Unit 7 (5 weeks)

Exploring personal experiences through events
In this unit, students read and listen to imaginative, informative and persuasive texts to identify the way authors portray experiences of an event. Students use comprehension strategies to build literal and inferred meaning about a literary text. Students deliver a persuasive speech to their class on an issue or topic of personal interest.
(This unit is based on Year 3 Unit 3 'Exploring personal experiences through events'.)

1. Summative Assessment Task One: Persuasive Speech
Students write and present a persuasive speech to an audience on an issue or topic of personal interest.

English Unit 8 (5 weeks)

Exploring a quest novel
In this unit, students read and analyse a quest novel. In the assessment task, students post comments and respond to others' comments on an online discussion board, to demonstrate understanding of the quest novel.
(This unit is based on Year 4 Unit 6: Exploring personal experiences through events.)

2. Summative Assessment Task Two: Exploring a quest novel
Students write posts and respond to others' posts on an online discussion board, expressing a viewpoint about the characters and events in a quest novel.

MATHEMATICS

Year 3 Mathematics Unit 4

Students have opportunities to develop understandings of:

- **Number and place value** — recall addition and related subtraction number facts, use 'part-part-whole' thinking to interpret and solve addition and subtraction word problems, add and subtract using a written place value strategy, recall multiplication and related division facts, multiply 2-digit numbers by single-digit multipliers, interpret and solve multiplication and division word problems
- **Fractions and decimals** — identify, represent and compare familiar unit fractions and their multiples (shapes, objects and collections), describe the fractional relationship between parts and the whole, record fractions symbolically, recognise key equivalent fractions, solve simple problems involving fractions
- **Money and financial mathematics** - represent money values in multiple ways, count the change required for simple transactions to the nearest five cents.
- **Location and transformation** — represent symmetry, interpret simple maps and plans
- **Chance** — explore the language of chance, make predictions based on data displays
- **Geometric reasoning** - identify angles as measures of turn,

Year 4 Mathematics Unit 4

Students have opportunities to develop understandings of:

- **Number and place value** - calculate using a range of mental and written strategies with 2 and 3 digit numbers, recall multiplication and related division facts, calculate multiplication and division using a range of mental and written strategies, solve problems involving the four operations.
- **Fractions and decimals** - count and identify equivalent fractions, locate fractions on a number line, read and write decimals, identify fractions and corresponding decimals, compare and order decimals (to hundredths)
- **Money and financial mathematics** - calculate change to the nearest five cents, solve problems involving purchases
- **Location and transformation** - investigate the features on maps and plans, identify the need for legends, find locations using turns and everyday directional language, identify cardinal points of a compass, investigate compass directions on maps, the purpose of scale, apply and calculate scale on maps and plans, explore mapping conventions, plan and plot routes on maps, explore appropriate units of measurement
- **Chance** - describe the likelihood of everyday chance events, order events on a continuum

	question, organise and represent data, interpret data displays 1. Summative Assessment Task One: Adding and Subtracting Numbers – Students perform addition and subtraction problems using a range of strategies. 2. Summative Assessment Task Two: Conduct a chance experiment - Students collect and interpret data from simple chance experiments. 3. Summative Assessment Task Three: Conduct a data investigation.	data, collect and record data, display and interpret data 1. Summative Assessment Task One: Solving multiplication and division problems – Students recall multiplication and division facts and solve problems. 2. Summative Assessment Task Two: Identifying and explaining chance events Students identify dependent and independent events and explain the chance of everyday events occurring. 3. Summative Assessment Task Three: Analysing data – Students define the different methods for data collection and representation, and evaluate their effectiveness. To construct data displays from given or collected data.	make and match equivalent combinations, calculate change from simple transactions, solve a range of simple problems involving money • **Shape** - identify and describe the features of familiar three-dimensional objects, make models of 3D objects 1. Summative Assessment Task One: Adding, subtracting and partitioning numbers - Students recall addition and subtraction facts and apply place value understanding to partition, rearrange and regroup numbers.	fraction problems from familiar contexts • **Money and financial mathematics** - explore strategies to calculate change, solve problems involving purchases and the calculation of change, explore Asian currency and calculate foreign currencies • **Shape** - identify combined shapes, investigate properties of shapes within tangrams, creating polygons and combined shapes using tangrams 1. Summative Assessment Task One: Number Patterns - Students continue and describe number patterns resulting from multiplication. 2. Summative Assessment Task Two: Using the properties of odd and even numbers - Students use the relationships between the four operations and odd and even numbers.	as symmetrical and non-symmetrical • Units of measurement — use familiar metric units to order and compare objects, explain measurement choices, represent time to the minute on digital and analogue clocks, transfer knowledge of time to real-life contexts 1. Summative Assessment Task One: Patterning and connecting addition and subtraction - Students classify numbers as either odd or even, continue number patterns involving addition and subtraction, recall addition and subtraction facts for single-digit numbers and recognise the connection between addition and subtraction. 2. Summative Assessment Task Two: Money (e assessment) - Students will represent money values in various ways and correctly count out change from financial transactions. 3. Summative Assessment Task Three: Measuring length, mass and capacity using metric units - Students use metric units for length, mass and capacity. 4. Summative Assessment Task Four: Telling Time – Students tell time to the nearest minute and solve problems involving time.	number sentences to find unknown quantities 1. Summative Assessment Task One: Recognising and locating fractions – Students locate familiar fractions on a number line and recognise common equivalent fractions in familiar contexts. 2. Summative Assessment Task Two: Solving purchasing problems – Students solve simple purchasing problems including the calculation of change. 3. Summative Assessment Task Two: Comparing areas and using measurements Students compare areas of regular and irregular shapes using informal units. To use scaled instruments to measure temperature, mass, capacity and length. To recall multiplication and division facts. 4. Summative Assessment Task Four: Investigating time Students solve problems involving the duration of time and convert between units of time.	compare angle sizes in everyday situations • **Shape** - make models of three-dimensional objects, sort and describe three-dimensional objects with curved surfaces • **Using units of measurement** - measure, order and compare objects using familiar metric units of length, mass and capacity, tell time to the minute, investigate the relationship between units of time. 1. Summative Assessment Task One: Using unit fractions and multiplication – Students recall multiplication facts for single-digit numbers, solve problems using efficient strategies for multiplication, and model and represent unit fractions. 2. Summative Assessment Task Two: Interpreting grid maps, and identifying symmetry, three-dimensional objects and angles – Students match positions on maps with given information, and identify symmetry in the environment. To make a model of a three-dimensional object and recognise angles in real situations. Students draw two-dimensional shapes, recognise the features of three-dimensional objects and explain the effects of one-step transformations. 3. Summative Assessment Task Three: Counting to and from 10 000	• **Geometric reasoning** - identify angles, construct and label right angles, identify and construct angles not equal to a right angle, mark angles not equal to a right angle • **Patterns and algebra** —investigate and describe number patterns, solve word problems and use equivalent multiplication and division number sentences to find unknown quantities. • **Shape** - measure area of shapes , compare the areas of regular and irregular shapes by informal means • **Using units of measurement** - measure and compare volume 1. Summative Assessment Task One: Connecting decimals and fractions – Students demonstrate and explain the connections between fractions and decimals to hundredths. 2. Summative Assessment Task Two: Recalling multiplication and division facts, interpreting simple maps and classifying angles – Students recall multiplication and division facts, interpret information contained in simple maps and classify angles in relation to a right angle. 3. Summative Assessment Task Three: Sizzling symmetry - Students identify and create symmetrical patterns
SCIENCE	Year 3/4 Science Unit 1 **<u>Magnetic Moves</u>** In this unit, students will use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects. They will use their knowledge of forces to make predictions about games and complete games safely to collect data. (This unit complements Yr4 Unit 4 – Fast Forces) 1. Summative Assessment Task One: Investigating contact and non-contact forces Students conduct an investigation about how contact and non-contact forces are exerted on an object. Students design and investigate their own magnetic game, make a prediction, collect data and identify patterns. Students identify when science is used to understand the effect of their actions.	Year 3/4 Science Unit 2 **<u>Melting Moments</u>** In this unit, students will investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They will explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. (This unit complements Yr3 Unit 4 – What's the Matter?) 1. Summative Assessment Task One: Melting Chocolate Students plan, conduct, evaluate and report on a scientific investigation in order to explore the effects of the way shape affects the melting rate of chocolate. **Street Science Incursion – Yr3 to attend the Year 3 workshop and Year 4 will attend the Year 4 topic**	Year 3/4 Science Unit 3 **<u>Feathers, Fur or Leaves</u>** In this unit, students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features. (This unit complements Yr3 Unit 1 – Is It Living?) 1. Summative Assessment Task One: Investigating living things Students group living things based on observable features and distinguish them from non-living things. Students investigate a local environment and create a classification graph. **Bunyaville Excursion – Science in the Wild**	Year 3/4 Science Unit 4 **<u>Beneath Our Feet</u>** In this unit, students will explore natural processes and human activity that cause weathering and erosion of Earth's surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity. (This unit complements Yr4 Unit 1 – Here today, gone tomorrow) 1. Summative Assessment Task One: Investigating soil erosion Students describe the natural processes and human activity that cause changes to Earth's surface. Students plan, conduct and report on an investigation of the erosion process. Students apply science understandings to formulate control strategies in real-life situations.
HASS – Taught by specialist and class teacher	Year 3 HASS Unit 1 **<u>Our unique communities</u>** Inquiry questions: How do people contribute to their unique communities? In this unit, students: • identify individuals, events and aspects of the past that have significance in the present • identify and describe aspects of their community that have changed and remained the same over time • explain how and why people participate in and contribute to their communities • identify a point of view about the importance of different celebrations and commemorations to different groups • pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions • sequence information about events and the lives of individuals in chronological order • communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms. 1. Summative Assessment Task One: Our unique communities Students conduct an inquiry to answer the following inquiry question: How and why are Anzac Day commemorations significant for different groups?	Year 4 HASS Unit 2 **<u>Australia before, during and after European settlement</u>** Inquiry question: What were the short- and long-term effects of European settlement? In this unit, students will: • explore the diversity of different groups within their local community • consider how personal identity is shaped by aspects of culture, and by the groups to which they belong • examine the purpose of laws and distinguish between rules and laws • 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 • 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 • analyse the experiences of contact between Australia' s first peoples and others, and the effects these interactions had on people and the environment • 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. 1. Summative Assessment task One: Australia before, during and after European settlement Students explain aspects of life in Australia, before, during and after European settlement.	Year 3 HASS Unit 2 **<u>Exploring places near and far</u>** Inquiry questions: How and why are places similar and different? In this unit, students: • identify connections between people and the characteristics of places • describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places • interpret data to identify and describe simple distributions and draw simple conclusions • record and represent data in different formats, including labelled maps using basic cartographic conventions. • explain the role of rules in their community and share their views on an issue related to rule-making • describe the importance of making decisions democratically and propose individual action in response to a democratic issue • communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms. 1. Summative Assessment Task One: Exploring places near and far Students identify, describe and interpret data about Australian places and explain the importance of making decisions democratically, the role of rules in the community and action in response to an issue.	Year 4 HASS Unit 2 **<u>Using places sustainably</u>** Inquiry questions: How can people use environments more sustainably? In this unit, students will: • explore the concept of 'place' with a focus on Africa and South America • describe the relative location of places at a national scale • identify how places are characterised by their environments describe the characteristics of places, including the types of natural vegetation and native animals • examine the interconnections between people and environment and the importance of environments to animals and people • identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places 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 • recognise the knowledge and practices of Aboriginal and Torres Strait Islander peoples in regards to places and environments • propose actions for caring for the environment and meeting the needs of people. 1. Summative Assessment Task One: Using places sustainably Students conduct an inquiry to answer the following question: How can people use environments more sustainably?

HEALTH	Year 3 Unit 4 **I am healthy and active** In this unit, students participate in partner and group activities to explore the communication skills of respect and empathy and how they support positive interactions. They investigate how heritage and culture contribute to identity. 1. Summative Assessment Task One: I am healthy and active Students use decision-making skills to select and demonstrate strategies that help them stay healthy and active. Students design a daily fitness activity.	Year 4 Unit 1 **Making healthy choices** In this unit, students will identify strategies to keep healthy and improve fitness. They will explore the Australian guide to healthy eating and the five food groups. Students will understand the importance of a balanced diet and how health messages influence food choices. They will create meal plans that reflect health messages. 1. Summative Assessment Task One: Students recognise strategies for managing change. They interpret the Australian guide to healthy eating and discuss the influence of health messages on healthy choices. They use decision-making skills to select strategies to stay healthy and active and design a healthy menu.
THE ARTS	Year 3/4 **Visual Arts** Unit 1 **2019** **Meaning in found objects** In this unit, students will explore the communication of cultural meaning through found objects and surface manipulation. They will make, display and discuss their own and others' artworks. Students 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 1. Summative Assessment Task One: Meaning in found objects	Year 3/4 **Drama** Unit 3 **2019** **Exploring issues through drama** In this unit, students will make and respond to drama by investigating ways that issues and ideas about the world can be explored and expressed through drama. Students 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. Exploring issues through drama: Collection of work Students devise, respond to and perform drama about an issue.
	Year 3/4 **Dance** Unit 3 **2020** **Wildlife watch** In this unit, students make and respond to dance by expressing ideas about animals and the environment through dance. Students will: • improvise and structure movement ideas about animals in the environment for dance sequences using the elements of dance and choreographic devices • practise technical skills safely in fundamental movements • perform dances using expressive skills to communicate ideas about the environment • identify how the elements of dance and production elements express ideas, including those on the environment in dance and including dances by Aboriginal peoples, Torres Strait Islander peoples and the peoples of Asia 1. Summative Assessment Task One: Wildlife watch Students respond to, choreograph and perform dance by representing ideas and stories about animals and the environment.	Year 3/4 **Media** Unit 1 **2020** **Persuade to protect** In this unit, students explore representations of people, settings, ideas and story structure in advertising and persuasive presentations, focusing on moving images. Partner Units – Year Four Science: Unit 2 - Ready, Set, Grow! 1. Summative Assessment Task One: Persuade to protect Students explore media artworks that inform the making of a collaborative television-style advertisement, which persuades a targeted audience to protect an imaginary place.
TECHNOLOGIES	Year 3/4 **Design and Technologies** Unit 3 **Design a Magnetic Game** In this unit, students will investigate how forces and the properties of materials affect the behaviour of a product or system, make a pinball machine, and design a games environment in which it can be used. 1. Summative Assessment Task One: Design a magnetic game Students make a maze or racetrack game and design a games environment for its use. Partner Unit: Magnetic Moves	Year 3/4 **Digital Technologies** Unit 1 **What digital systems do you use?** Students 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. 1. Summative Assessment Task One: What digital systems do you use? Portfolio (scratch) Students demonstrate knowledge and understanding of digital systems and apply skills in defining, designing, implementing and evaluating a digital solution (simple guessing game) using a visual programming language. Partner Unit: Science Feathers, fur or leaves: Is it living?

Year Four Curriculum Map

Semester One

Term One

ENGLISH

English Unit 1 (4 weeks)

Investigating author's language in a familiar narrative
In this unit, students read a narrative and examine and analyse the language features and techniques used by the author. They create a new chapter for the narrative for an audience of their peers.

1. Summative Assessment Task One: A new chapter
Students create an imaginative new chapter for a book.

English Unit 2 (4 weeks)

Examining humour in poetry
In this unit, students will read and listen to a range of humorous poems by different authors. They will identify structural features and poetic language devices in humorous poetry.

2. Summative Assessment Task Two: Interpret and evaluate a humorous poem: Reading comprehension
Students interpret and evaluate a humorous poem for its characteristic features.

MATHEMATICS

Mathematics Unit 1

Students have opportunities to develop understandings of:

- **Number and place value** - make connections between representations of numbers; partition and combine numbers flexibly; recall multiplication facts; formulate, model and record authentic situations involving operations; compare large numbers; generalise from number properties and results of calculations; and derive strategies for unfamiliar multiplication and division tasks
- **Fractions and decimals** - communicate sequences of simple fractions
- **Using units of measurement** (Time) - use appropriate language to communicate times, compare time durations, use am and pm notation, solve simple time problems and use instruments to accurately measure lengths
- **Patterns and algebra** - using properties of numbers to continue patterns.
- **Chance** - comparing dependent and independent events; describing probabilities of everyday events
- **Data representation and interpretation** - collecting and recording data; communicating information using graphical displays and evaluating the appropriateness of different displays

1. Summative Assessment Task One: Solving multiplication and division problems – Students recall multiplication and division facts and solve problems.
2. Summative Assessment Task Two: Identifying and explaining chance events
Students identify dependent and independent events and explain the chance of everyday events occurring.
3. Summative Assessment Task Three: Investigating time
Students solve problems involving the duration of time and convert between units of time.

Term Two

ENGLISH

English Unit 3 (8 weeks)

Examining traditional stories
In this unit, students 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.

1. Summative Assessment Task One: Create and present a traditional story
Students create and present a traditional story, which includes a moral for a younger audience.
2. Summative Assessment Task Two: Guided Reading Checklist
During guided reading, students read a traditional Asian story.

MATHEMATICS

Mathematics Unit 2

Students have opportunities to develop understandings of:

- **Number and place value** - recognise, read and represent five-digit numbers, identify and describe place value in five-digit numbers, partition numbers using standard and non-standard place value parts, make connections between representations of five-digit numbers, compare and order five-digit numbers, identify odd and even numbers, make generalisations about the properties of odd and even numbers, make generalisations about adding, subtracting, multiplying and dividing odd and even numbers, extend fluency and recall of 3s, 6s, 9s facts, solve multiplication and division problems, revise informal recording methods and strategies used for calculations, apply mental and written strategies to computation, revise addition and subtraction concepts, solve addition and subtraction problems, consolidate multiplication problems, use appropriate strategies to solve problems
- **Fractions and decimals** - revise and develop understanding of the proportion and relationships between fractions in the halves family and thirds family, counting and representing fractions on number lines, represent fractions using a range of models, solve fraction problems from familiar contexts
- **Shape** - identify combined shapes, investigate properties of shapes within tangrams, creating polygons and combined shapes using tangrams
- **Location and transformation** - investigate the features on maps and plans, identify the need for legends, find locations using turns and everyday directional language, identify cardinal points of a compass, investigate compass directions on maps, the purpose of scale, apply and calculate scale on maps and plans, explore mapping conventions, plan and plot routes on maps, explore appropriate units of measurement
- **Geometric reasoning** - identify angles, construct and label right angles, identify and construct angles not equal to a right angle, mark angles not equal to a right angle
- **Money and financial mathematics** - explore strategies to calculate change, solve problems involving purchases and the calculation of change, explore Asian currency and calculate foreign currencies

1. Summative Assessment Task One: Number Patterns - Students continue and describe number patterns resulting from multiplication.
2. Summative Assessment Task Two: Using the properties of odd and even numbers - Students use the relationships between the four operations and odd and even numbers.
3. Summative Assessment Task Three: Recalling multiplication and division facts, interpreting simple maps and classifying angles – Students recall multiplication and division facts, interpret information contained in simple maps and classify angles in relation to a right angle.

Semester Two

Term Three

ENGLISH

English Unit 4 (4 weeks)

Exploring recounts set in the past
In this unit, students listen to, read and explore a variety of historical texts including historical and literary recounts written from different people's perspectives.

1. Summative Assessment Task One: Comprehending historical recounts
Students read historical recounts, answer comprehension questions and identify language features used to engage the audience.
2. Summative Assessment Task Two: Spoken presentation
Students deliver a spoken recount in role as a character from a particular historical context.

English Unit 5 (4 weeks)

Exploring a quest novel
In this unit, students read and analyse a quest novel. Throughout the unit, students are monitored as they post comments and respond to others' comments in a discussion board to demonstrate understanding of the quest novel.

3. Summative Assessment Task Three: Written response
Students explain how the author of a quest novel represents the main character in an important event.

MATHEMATICS

Mathematics Unit 3

Students have opportunities to develop understandings of:

- **Money and financial mathematics** - represent, calculate and round amounts of money required for purchases and change
- Number and place value -sequence number values; apply number concepts and place value understanding to the calculation of addition, subtraction, multiplication and division
- **Fractions and decimals** - partition to create fraction families; identify, model and represent equivalent fractions; count by fractions; solve simple calculations involving fractions with like denominators, model and represent tenths and hundredths, make links between fractions and decimals, count by decimals, compare and sequence decimals
- **Location and transformation** - investigate different types of symmetry; analyse and create symmetrical designs
- **Using units of measurement** - use scaled instruments to measure and compare length, mass, capacity and temperature, measure areas using informal units and investigate standard units of measurement
- **Shape** - compare the areas of regular and irregular shapes using informal units of area measurement
- **Patterns and algebra** - use equivalent addition and subtraction number sentences to find unknown quantities

1. Summative Assessment Task One: Recognising and locating fractions – Students locate familiar fractions on a number line and recognise common equivalent fractions in familiar contexts.
2. Summative Assessment Task Two: Comparing areas and using measurements
Students compare areas of regular and irregular shapes using informal units. To use scaled instruments to measure temperature, mass, capacity and length. To recall multiplication and division facts.
3. Summative Assessment Task Three: Sizzling symmetry - Students identify and create symmetrical patterns

Term Four

ENGLISH

English Unit 6 (8 weeks)

Examining persuasion in advertisements and product packaging
In this unit, students 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. Students use appropriate metalanguage to describe the effects of persuasive techniques used on a breakfast cereal package and report these to peers.

1. Summative Assessment Task One: Reading and viewing comprehension
Students identify and interpret the persuasive language features and visual elements of a product's packaging.

MATHEMATICS

Mathematics Unit 4

Students have opportunities to develop understandings of:

- **Fractions and decimals** - count and identify equivalent fractions, locate fractions on a number line, read and write decimals, identify fractions and corresponding decimals, compare and order decimals (to hundredths)
- **Chance** - describe the likelihood of everyday chance events, order events on a continuum
- **Data representation and interpretation** - write questions to collect data, collect and record data, display and interpret data
- **Patterns and algebra** —investigate and describe number patterns, solve word problems and use equivalent multiplication and division number sentences to find unknown quantities.
- **Number and place value** - calculate using a range of mental and written strategies with 2 and 3 digit numbers, recall multiplication and related division facts, calculate multiplication and division using a range of mental and written strategies, solve problems involving the four operations.
- **Money and financial mathematics** - calculate change to the nearest five cents, solve problems involving purchases
- **Shape** - measure area of shapes , compare the areas of regular and irregular shapes by informal means
- **Using units of measurement** - measure and compare volume

1. Summative Assessment Task One: Connecting decimals and fractions – Students demonstrate and explain the connections between fractions and decimals to hundredths.
2. Summative Assessment Task Two: Solving purchasing problems – Students solve simple purchasing problems including the calculation of change.
3. Summative Assessment Task Three: Analysing data – Students define the different methods for data collection and representation, and evaluate their effectiveness. To construct data displays from given or collected data.

SCIENCE

Year Four Science Unit 1

Here today, gone tomorrow

In this unit, students will explore natural processes and human activity that cause weathering and erosion of Earth's surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity.

1. Summative Assessment Task One: Investigating soil erosion
Students describe the natural processes and human activity that cause changes to Earth's surface. Students plan, conduct and report on an investigation of the erosion process. Students apply science understandings to formulate control strategies in real-life situations.

QUT Rocks (no cost)

Year Four Science Unit 3

Material use

In this unit, students will investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. Students will consider how science involves making predictions and how science knowledge helps people to understand the effect of their actions.

1. Summative Assessment Task One: Investigating suitable materials to make folding craft planes based on their properties.
To plan, conduct, evaluate and report on a scientific investigation in order to explore the effects of the properties of materials in a real-life situation.

Street Science Incursion – Creating Processed Materials ($11 per student)

Year Four Science Unit 2

Ready, set, grow!

In this unit, students will investigate life cycles and sequence key stages in the life cycles of plants and animals. They will examine relationships between living things and their dependence on each other and on the environment.

1. Summative Assessment Task One: Mapping life cycles and relationships
Students understand how relationships of living things impact on their life cycle. Students describe situations when science is used to understand the effect of actions, and organise and communicate findings.

Osprey House Excursion

Year Four Science Unit 4

Fast forces!

In this unit, students will use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects. They will use their knowledge of forces to make predictions about games and complete games safely to collect data.

1. Summative Assessment Task One: Investigating contact and non-contact forces
Students conduct an investigation about how contact and non-contact forces are exerted on an object. Students design and investigate their own forces game, make a prediction, collect data and identify patterns. Students identify when science is used to understand the effect of their actions.

Street Science Incursion – Rocket Science – The Forces of Flight ($11 per student)

HASS – Taught by specialist & class teacher

Year Four HASS Unit 1

Australia before, during and after European settlement

Inquiry question: What were the short- and long-term effects of European settlement?

In this unit, students will:

- explore the diversity of different groups within their local community
- consider how personal identity is shaped by aspects of culture, and by the groups to which they belong
- examine the purpose of laws and distinguish between rules and laws
- 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
- 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
- analyse the experiences of contact between Australia's first peoples and others, and the effects these interactions had on people and the environment
- 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

1. Summative Assessment task One: Australia before, during and after European settlement
Students explain aspects of life in Australia, before, during and after European settlement.

Year Four HASS Unit 2

Using places sustainably

Inquiry questions: How can people use environments more sustainably?

In this unit, students will:

- explore the concept of 'place' with a focus on Africa and South America
- describe the relative location of places at a national scale
- identify how places are characterised by their environments describe the characteristics of places, including the types of natural vegetation and native animals
- examine the interconnections between people and environment and the importance of environments to animals and people
- identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places 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
- recognise the knowledge and practices of Aboriginal and Torres Strait Islander peoples in regards to places and environments
- propose actions for caring for the environment and meeting the needs of people

1.. Summative Assessment Task One: Using places sustainably
Students conduct an inquiry to answer the following question: How can people use environments more sustainably?

HEALTH

Year Four Health Unit 2

Culture in Australia: Positive interactions

In this unit, students participate in partner and group activities to explore the communication skills of respect and empathy and how they support positive interactions. They investigate how heritage and culture contribute to identity.

1. Summative Assessment Task One: Culture in Australia
Positive interactions Students identify how heritage and culture influence identity by completing a 'Me card'. They demonstrate communication skills and strategies for working cooperatively during games from the 'Be positive' collection, and observe varying emotional responses.

Year Four Health Unit 4

Netiquette and online protocols

In this unit, students examine and interpret health information about cyber safety, cyberbullying and online protocols. They describe and apply strategies that can be used in online situations that make them feel uncomfortable or unsafe. They explore the importance of demonstrating respect and empathy in online relationships. They reflect on young people's use of digital technologies and online communities, and identify resources to support their safety.

1. Summative Assessment Task One: Netiquette and online protocols:
Students interpret health messages related to cyber safety and discuss the influences on safe online choices. They describe the connections and benefits students have within an online community and identify resources available to support their online safety.

THE ARTS

Year 3/4 **Visual Arts** Unit 1 — **2019**

Meaning in found objects

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

Students 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

1. Summative Assessment Task One: Meaning in found objects
Students explore how found objects can communicate meaning in three-dimensional artworks.

Year 3/4 **Drama** Unit 3 — **2019**

Exploring issues through drama

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

Students 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.

Exploring issues through drama: Collection of work
Students devise, respond to and perform drama about an issue.

Year 3/4 **Dance** Unit 3 — **2020**

Wildlife watch

In this unit, students make and respond to dance by expressing ideas about animals and the environment through dance.

Students will:

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

1. Summative Assessment Task One: Wildlife watch
Students respond to, choreograph and perform dance by representing ideas and stories about animals and the environment.

Year 3/4 **Media** Unit 1 — **2020**

Persuade to protect

In this unit, students explore representations of people, settings, ideas and story structure in advertising and persuasive presentations, focusing on moving images.

Partner Units – Year Four Science: Unit 2 - Ready, Set, Grow!

1. Summative Assessment Task One: Persuade to protect
Students explore media artworks that inform the making of a collaborative television-style advertisement, which persuades a targeted audience to protect an imaginary place.

TECHNOLOGIES

Year Four **Design and Technologies** Unit 1

Repurpose It!

In this unit, students will investigate the suitability of materials, systems, components, tools and equipment for specific purposes. They will repurpose a clothing item with other recycled materials to create a useful item.

1. Summative Assessment Task One: Repurpose it!
Students apply understanding of the properties of materials and components to repurpose an item of clothing into another useful item.

Suggested partner units:

- Science Year 4 Unit 3: Material use
- Humanities and Social Sciences Year 4 Unit 2: Using places sustainably

Year Four **Digital Technologies** Unit 2

What's your waste footprint?

Students 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 (such as how lunch waste can be reduced).

1. Summative Assessment Task One: What's your waste footprint: portfolio (excel)
Students collect and manipulate data to create information. Students describe how a familiar information system is used. Students draw, identify and explain data types and representations.

Suggested partner units:

- Geography HASS Unit 2 Version 8, Mathematics – Year 4 Unit 4

Year Five Curriculum Map

	Semester One		Semester Two	
	Term One	Term Two	Term Three	Term Four
ENGLISH	English Unit 1 (8 weeks) **Examining and creating fantasy texts** In this unit, students 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. 1. Summative Assessment Task One: Character analysis Students analyse how a character is represented by the author in a fantasy novel. 2. Summative Assessment Task Two: Imaginative response Students write the first chapter of a fantasy novel, creating a 'good' and 'evil' character, and establish setting.	English Unit 2 (4 weeks) **Examining media texts** In this unit, students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts. Students apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts. 1. Summative Assessment Task One: Comprehend a feature article Students interpret and analyse information from a feature article. 2. Summative Assessment Task Two: Multimodal feature article Students select information and create a multimodal feature article that presents a particular point of view about an issue. English Unit 3 (4 weeks) **Examining characters in animated film** In this unit, students 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. 3. Summative Assessment Task Three: Digital multimodal short story Students create a digital multimodal short story that focuses on the behaviours of two main characters when faced with an ethical dilemma.	English Unit 4 (4 weeks) **Appreciating poetry** In this unit, students 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. 1. Summative Assessment Task One: Poetry analysis Students write a poetry analysis, explaining the topic, purpose and audience of the poem; the tone and mood of the poem; and a personal response to the poem. English Unit 5 (4 weeks) **Responding to poetry** In this unit, students listen to, read and view a range of poetry, including narrative poems, to create a transformation of narrative poem to a digital multimodal narrative. 2. Summative Assessment Task Two: Digital multimodal narrative Students create a digital multimodal transformation of a narrative poem.	English Unit 6 (8 weeks) **Exploring narrative through novels and film** In this unit, students 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. 1. Summative Assessment Task One: Written and oral comparison Students write a comparison of a novel and its film adaptation and state a preference. Students engage in a group discussion, comparing a novel and a film. 2. Summative Assessment Task Two: Guided Reading Checklist: Students read an extract of Storm Boy and respond to questions about characters and setting.
MATHEMATICS	**Mathematics Unit 1** Students have opportunities to develop understandings of: • **Number and place value** - make connections between factors and multiples, identify numbers that have 2, 3, 5 or 10 as factors, use rounding and estimating of whole numbers, represent multiplication using the split and compensate strategy, choose appropriate procedures to represent the split and compensate strategy of multiplication, use a written strategy for addition and subtraction. Round and estimate to check the reasonableness of answers, explore mental computation strategies for division, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems, make generalisations • **Fractions and decimals** - use models to represent fractions, count on and count back using unit fractions, identify and compare unit fractions using a range of representations and solve problems using unit fractions. Add and subtract simple fractions with the same denominator • **Data representation and interpretation** - build an understanding of data, develop the skill of defining numerical and categorical data, generate sample questions, explain why data is either numerical or categorical, develop an understanding of why data is collected, choose appropriate methods to record data, interpret data, generalise by composing summary statements about data • **Chance** - identify and describe possible outcomes, describe equally likely outcomes, represent probabilities of outcomes using fractions, conduct a chance experiment and apply understandings of probability and data collection to investigate the fairness of a game • **Using units of measurement** - investigate time concepts and the measurement of time, read and represent 24-hour time, measure dimensions, estimate and measure the perimeters of rectangles, investigate metric units of area measurement, estimate and calculate area of rectangles 1. Summative Assessment Task One: Applying fraction concepts – Students locate, represent, compare and order fractions and add and subtract fractions with the same denominator. 2. Summative Assessment Task Two: Interpreting data and posing questions to collect data – Students classify and interpret data and pose questions to gather data. 3. Summative Assessment Task Three: Solving multiplication and division problems - Students solve multiplication and division problems by efficiently and accurately applying a range of strategies, checking the reasonableness of answers using estimation and rounding.	Mathematics Unit 2 (8 weeks) Students have opportunities to develop understandings of: • **Number and place value** - round and estimate to check the reasonableness of answers, explore and apply mental computation strategies for multiplication and division, solve multiplication and division problems with no remainders, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems and explore and identify factors and multiples. • **Fractions and decimals** - make connections between fractional numbers and the place value system, and represent, compare and order decimals • **Location and transformation** - investigate and create reflection, translation and rotation symmetry; describe and create transformations using symmetry, transform shapes through enlargement and describe the feature of transformed shapes. • **Shape** - apply the properties of 3D objects to make connections with a variety of two-dimensional representations of 3D objects, represent 3D objects with 2D representations. • **Geometric reasoning** - identify the components of angles, compare and estimate the size of angles to establish benchmarks, construct and measure angles. • **Patterns and algebra** - create and continue patterns involving whole numbers, fractions and decimals, explore strategies to find unknown quantities. • **Data representation and interpretation** - explore methods of data representations to construct and interpret data displays, reason with data. 1. Summative Assessment Task One: Applying shape, angle and transformation concepts - Students measure and construct angles, make connections between three-dimensional objects and their two-dimensional representations. To describe the symmetry and transformation of two-dimensional shapes, and identify line and rotational symmetry. 2. Summative Assessment Task Two: Ordering and locating decimals on number lines - Students order and locate a range of decimal fractions on number lines.	Mathematics Unit 3 (8 weeks) Students have opportunities to develop understandings of: • **Money and financial mathematics** - investigate income and expenditure, calculate costs, investigate savings and spending plans, develop and explain simple financial plans. • **Location and transformation** - explore mapping conventions, interpret simple maps, use alphanumeric grids to locate landmarks and plot points, describe symmetry, create symmetrical designs and enlarge shapes. • **Number and place value** - round and estimate to check an answer is reasonable, use written strategies to add and subtract, use an array to multiply one- and two-digit numbers, use divisibility rules to divide, solve problems involving computation and apply computation to money problems. • **Number and place value** — adds and subtracts using mental and written strategies including the right-to-left strategy, multiplies whole numbers and divides by a one-digit whole number with and without remainders • **Using units of measurement** — chooses appropriate units for length, area, capacity and mass, measures length, area, capacity and mass, finds perimeter, problem solves and reasons when applying measurement to answer a question • **Fractions and decimals** — makes connections between fractions and decimals, compares and orders decimals • **Patterns and algebra** — creates, continues and identifies the rule for patterns involving the addition and subtraction of fractions, use number sentences to find unknown quantities involving multiplication and division 1. Summative Assessment Task One: Continuing patterns, calculating with money and numbers – Students continue patterns by adding and subtracting fractions and decimals, and identify and explain strategies for finding unknown quantities in number sentences involving the four operations. To apply a range of computation strategies to solve problems and to plan and calculate simple budgets. 2. Summative Assessment Task Two: Calculating measurements – Students choose appropriate units of measurement for length, area, volume, capacity and mass. To calculate perimeter and area of rectangles. 3. Summative Assessment Task Three: Locating landmarks - use of a grid reference system to locate landmarks.	Mathematics Unit 4 (8 weeks) Students have opportunities to develop understandings of: • **Chance** - order chance events, express probability on a numerical continuum, apply probability to games of chance, make predictions in chance experiments • **Data representation and interpretation** - design data-collection questions and tools, collect data, represent as a column graph or dot plot, interpret data to draw a conclusion • **Using units of measurement** - read and represent 24-hour time, convert between 12- and 24-hour time • **Number and place value** - apply mental and written strategies to solve addition, subtraction, multiplication and division problems, apply computation skills, use estimation and rounding to check reasonableness, identify and use factors and multiples. • **Money and financial mathematics** - create simple budgets, calculate with money, identify the GST component of invoices and receipts, make financial decisions • **Geometric reasoning** - estimate and measure angles, construct angles using a protractor • **Location and transformation** - use a grid to describe locations on maps, describe positions using landmarks and directional language • **Fractions and decimals** - recognise that the place value system can be extended beyond thousandths, compare, order and represent decimals, locate decimals on a number line 1. Summative Assessment Task One: Calculating time and identifying factors and multiples – Students convert between 12-hour and 24-hour time. To identify and describe factors and multiples of whole numbers. 2. Summative Assessment Task Two: Describing chance and probability – Students describe chance experiments involving equally likely outcomes and to represent those outcomes.
SCIENCE	Year Five Science Unit 1 **Survival in the environment** In this unit, students analyse the structural features and behavioural adaptations that assist living things to survive in their environment. They	Year Five Science Unit 2 **Our place in the solar system** In this unit, students will describe the key features of our solar system including planets and stars. They will discuss scientific developments that have affected	Year Five Science Unit 3 **Now you see it** In this unit, students will investigate the properties of light and the formation of shadows. They will investigate reflection angles, how refraction affects our perceptions of an object's location, how filters absorb light and affect how we	Year Five Science Unit 4 **Matter matters** In this unit, students will broaden their classification of matter to include gases and begin to see how matter structures the world around them. They will

	understand that science involves using evidence and comparing data to develop explanations. 1. Summative Assessment Task One: Creating a creature Students analyse how the form of living things enables them to function in their environments. Students use environmental data when suggesting explanations for difference in structural features of creatures. Students communicate ideas using multimodal texts. **QUT Animal Adaptions Extreme Science (incursion – no cost)**	people's lives and describe details of contributions to our knowledge of the solar system from a range of people. 1. Summative Assessment Task One: Exploring the solar system Students describe key features of the solar system. Students describe how science knowledge develops from many people's contributions and explain how scientific developments have affected people's lives and solved problems. Students communicate ideas using multimodal texts.	perceive the colour of objects, and the relationship between light source distance and shadow height. 1. Summative Assessment Task One: Exploring the transfer of light Students plan, predict and conduct a fair investigation to explain everyday phenomena associated with the transfer of light. Students describe how scientific developments have affected people's lives and help us solve problems. Students describe ways to improve the fairness of their investigation and communicate ideas and findings.	understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. 1. Summative Assessment Task One: Investigating evaporation and explaining solids, liquids and gases Students plan, conduct and evaluate an investigation into a variable that affects evaporation and describe and apply knowledge of the physical properties of solids, liquids and gases. Students communicate ideas and findings using multimodal texts.
HASS	Year Five HASS Unit 1 **<u>People and the environment</u>** Inquiry questions: How do people and environments influence one another? In this unit, students will investigate: • 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 1. Summative Assessment Task One: People and the environment Students investigate the characteristics of places and use evidence to draw conclusions about a preferred place to live.	Year Five HASS Unit 2 **<u>Managing Australian communities</u>** Inquiry question: How are people and environments managed in Australian communities? In this unit, students will investigate: • how places are affected by the 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 1. Summative Assessment Task One: Managing Australian communities Students identify how legal and environmental issues in Australian communities can be managed. **Possible excursion – Eureka (Beenleigh 'Gold Rush' $24 per student plus bus)**	Year Five HASS Unit 3 **<u>Communities in colonial Australia (1800s)</u>** Inquiry question: How have individuals and groups in the colonial past contributed to the development of Australia? In this unit, students 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 1. Summative Assessment Task One: Communities in Colonial Australia (1800s) Students conduct an inquiry to answer the inquiry question, 'How and why did the lives of the people in the Australian colonies change or stay the same because of the gold rush?'	Year Five HASS Unit 4 **<u>Participating in Australian communities</u>** Inquiry question: How have people enacted their values and perceptions about their community, other people and places, past and present? Year Five HASS Unit 5 **<u>Consumer decision-making in Australian communities</u>** In this unit, students will: • examine how to distinguish between needs and wants • Identify why choices need to be made about how limited resources are used • Investigate how different types of resources are used by societies to satisfy needs and wants of present and future generations • describe a variety of factors influence consumer choices • identify and present findings about different strategies that can be used to help make informed personal consumer and financial choices. 1. Summative Assessment Task One: Consumer decision-making in Australian communities.
HEALTH	Year Five Health Unit 1 **<u>Emotional Interactions</u>** In this unit, students recognise that emotions and behaviours influence how people interact. They understand that relationships are established and maintained by applying skills. Students will identify practices that keep themselves and others safe and well. 1. Summative Assessment Task One: Emotional interactions Students recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, safety and wellbeing, and demonstrate skills to work collaboratively. **Cybersafety Talk (Free)**		Year Five Health Unit 2 **<u>Healthy habits</u>** In this unit, students explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure. They identify good habits and how they contribute to overall health and wellbeing. 1. Summative Assessment task One: Healthy Habits Students describe their own and others' contributions to health and wellbeing. Students access and interpret health information, and apply problem-solving skills to enhance their own and others' health and wellbeing.	
THE ARTS	Year 5/6 **Drama** Unit 2 **2019** **<u>My hero</u>** In this unit, students make and respond to drama by exploring drama from different cultures, time and places in Europe and North America as stimulus. Students will: • explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama around ideas related to the interconnections between people and the environment to develop characters and situations • 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 (including those of Europe and North America) and engage an audience • explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts 1. Summative Assessment Task One: My hero: Collection of work Students devise, perform and respond to drama based on the style of melodrama.		Year 5/6 **Visual Arts** Unit 1 **2019** **<u>The animal within</u>** In this unit, students will focus on representation of animals as companion, metaphor, totem and predator. 1. Summative Assessment Task One: The animal within: Collection of work Students explore artists' use of animal representations and relationship to environment as inspiration for a sculptural artwork. **Incursion: Raw Art (Yr4 Unit) $9 per student**	
	Year 5/6 Dance Unit 3 **2020** **<u>Adventures in dance</u>** In this unit, students 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. Students 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 1. Summative Assessment Task One: Adventures in dance: Collection of work Students perform, choreograph and respond to dance using the theme of adventure as stimulus. **Dance Cart**		Year 5/6 **Media** Unit 3 **2020** **<u>Music video</u>** In this unit, students explore music video styling, concepts and production processes from ideation to creation. Students will: • explore representations and characterisations of people in music videos and how point of view is controlled by creators of music videos through story principles and genre conventions • experiment with production of music video concepts based on community and student audience, considering how point of view can be controlled by production and use of media technologies • present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions and use of media technologies • compare and explain the shaping of viewpoint, ideas and stories in their own media artwork and that of others, examining representation of character, time and place in media artworks from Australia, including media artworks of Aboriginal peoples and Torres Strait Islander peoples. 1. Summative Assessment Task One: Music video: Collection of work Students explore the purpose of music videos and work collaboratively to create a music video. **Link to local high school (possibly organise workshop with student to learn about music video production)**	

TECHNOLOGIES	Year Five **Digital Technologies** Unit 2 **<u>Data changing our world</u>** In this unit, students will explain how information systems meet local and community needs, represent a variety of data types in digital systems and design and create an interactive spreadsheet and share information ethically. 1. Summative Assessment Task One: Data changing our world: Portfolio (excel) Students explain how information systems meet needs. Students represent a variety of data types in digital systems. Students design and create an interactive spreadsheet and share information ethically.	Year Five **Design and Technologies** Unit 1 **<u>Harvesting Good Health</u>** In this unit, students will explore how competing factors and technologies influence the design of a sustainable service which provides a plant for the preparation of a healthy food product. 1. Summative Assessment Task One: Harvesting good health: Portfolio Students design a service that provides an edible plant that can be used to create a healthy food product.

Year Six Curriculum Map

	Semester One		Semester Two	
	Term One	Term Two	Term Three	Term Four
ENGLISH	English Unit 1 (8 weeks) **Short stories** In this unit, students 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. 1. Summative Assessment Task One: Writing a short story Students write an imaginative and entertaining short story about a character who faces a conflict and explain editorial choices.	English Unit 2 (4 weeks) **Examining advertising in the media** In this unit, students read, view and listen to advertisements in print and digital media. They understand how language and text features can be combined for persuasive effect. 1. Summative Assessment Task One: Create a multimodal advertisement Students create a multimodal advertisement and explain how it persuades the viewer. English Unit 3 (4 weeks) **Exploring news reports in the media** In this unit, students listen to, read and view a variety of news reports from television, radio and the internet. Students identify and analyse bias in media reports. 2. Summative Assessment Task Two: Evaluation of a news report (interview transcript) Students evaluate the use of language in a news report (interview transcript) that influences the audience to accept a particular point of view about a topic.	English Unit 4 (4 weeks) **Interpreting literary texts** In this unit, students 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. 1. Summative Assessment Task One: A letter to the future Students write a letter to a student in the future to evoke a sense of time and place. English Unit 5 (4 weeks) **Exploring literary texts by the same author** In this unit, students listen to and read novels by the same author to identify language choices and author strategies used to influence the reader. They will compare two novels by the same author to identify aspects of author styl 2. Summative Assessment Task Two: Panel discussion Students participate in a panel discussion to analyse and evaluate the style of an individual author.	English Unit 6 (8 weeks) **Comparing texts** In this unit, students listen to, read, view and analyse literary and informative texts on the same topic. Students explore and evaluate how topics and messages are conveyed through both literary (imaginative) and informative texts, including digital texts. 1. Summative Assessment Task One: Arguing a point of view Students argue a point of view about the effectiveness of literary and informative texts in conveying their message.
MATHEMATICS	Mathematics Unit 1 Students have opportunities to develop understandings of: • Number and place value - Identify and describe properties of prime and composite numbers, select and apply efficient mental and written strategies to problems involving all four operations • Fractions and decimals - Order and compare fractions with related denominators, calculate the fraction of a given quantity and solve problems involving the addition and subtraction of fractions with the same or related denominators, find a simple fraction of a quantity, and make connections between equivalent fractions, decimals and percentages • Using units of measurement - solve problems involving the comparison of lengths and areas, and interpret and use timetables • Money and financial mathematics - investigate and calculate percentage discounts of 10%, 25% and 50% on sale items • Data representation and interpretation - Revise different types of data displays, interpret data displays, investigate the similarities and differences between different data displays, identify the purpose and use of different displays, identify the difference between categorical and numerical data compare primary and secondary data, source secondary data, explore data displays in the media, identify how displays can be misleading • Shape - problem solve and reason to create nets and construct models of simple prisms and pyramids • Chance - Represent the probability of outcomes as a fraction or decimal and conduct chance experiments 4. Summative Assessment Task One: Island Adventures Cruise – Students interpret and use timetables and cost information to determine a travel schedule. 5. Summative Assessment Task Two: Interpreting and comparing data displays, investigating and interpreting secondary data – Students interpret, compare and analyse data displays to make decisions. 6. Summative Assessment Task Three: Construction of simple prisms and pyramids, investigating and solving problems involving area.	Mathematics Unit 2 Students have opportunities to develop understandings of: • Patterns and algebra - continue and create sequences involving whole numbers and decimals, describe the rule used to create these sequences and explore the use of order of operations to perform calculations • Number and place value - select and apply mental and written strategies and Digital Technologies to solve problems involving multiplication and division with whole numbers, and identify, describe and continue square and triangular numbers • Geometric reasoning - make generalisations about angles on a straight line, angles at a point and vertically opposite angles, and use these generalisations to find unknown angles • Fractions and decimals - apply mental and written strategies to add and subtract decimals, solve problems involving decimals, make generalisations about multiplying whole numbers and decimals by 10, 100 and 1 000, apply mental and written strategies to multiply decimals by one-digit whole numbers, and locate, order and compare fractions with related denominators and locate them on a number line • Using units of measurement - make connections between volume and capacity. 1. Summative Assessment Task One: Applying the order of operations - Students write and apply the correct use of brackets and order of operations in number sentences. 2. Summative Assessment Task Two: Investigating angles – Students solve problems using the relationships between angles on a straight line, vertically opposite angles and angles at a point.	Mathematics Unit 3 Students have opportunities to develop understandings of: • Money and financial mathematics - connect decimals, fractions and percentage, calculate percentages, calculate discounts of 10%, 25% and 50% on sale items • Number and place value - identify and describe properties of prime, composite, square and triangular numbers, multiply and divide using written methods including a standard algorithm, solve problems involving all four operations with whole numbers, compare and order positive and negative integers • Location and transformation - identify the four quadrants on a Cartesian plane, plot and read points in all four quadrants, describe combinations of translations, reflections and rotations • Fractions and decimals — add and subtract fractions with related denominators, calculate a fraction of a quantity, multiply and divide decimals by powers of ten, add and subtract decimals, divide numbers that result in decimal remainders and solve problems involving fractions and decimals • Using units of measurement — connect decimals to the metric system, convert between units of measure, solve problems involving length and area and connect volume and capacity • Patterns and algebra — continue and create sequences involving whole numbers, fractions and decimals, describe the rule used to create the sequence and apply the order of operations to assist calculations 1. Summative Assessment Task One: Identifying number properties and calculating percentage discounts – Students recognise the properties of prime, composite, square and triangular numbers, solve problems involving division and multiplication, calculate common percentage discounts on sale items and connect fractions, decimals and percentages as different representations of the same number. 2. Summative Assessment Task Two: Locating integers and describing transformations – Students describe the use of integers in everyday contexts, locate integers on a number line, locate an ordered pair in any one of the four quadrants on the Cartesian plane and describe combinations of transformations.	Mathematics Unit 3 Students have opportunities to develop understandings of: • Chance – conduct chance experiments, record data in a frequency table, calculate relative frequency, write probability as a fraction, decimal or percent, explore the effect of large trials on results, compare observed and expected frequencies • Patterns and algebra and Number and place value – write a rule to describe a pattern, apply the rule to find the value of unknown terms, solve integer problems, plot coordinates in all four quadrants, solve problems using the order of operations, solve multiplication and division problems using a written algorithm • Fractions and decimals - add, subtract and multiply decimals, divide decimals by whole numbers, calculate a fraction of a quantity and percentage discount, compare and evaluate shopping options • Geometric reasoning - measure angles, apply generalisations about angles on a straight line, angles at a point and vertically opposite angles and apply in real-life contexts • Location and transformation - apply translations, reflections and rotations to create symmetrical shapes. 1. Summative Assessment Task One: Calculating fractions and decimals – Students locate fractions on a number line, solve problems involving the addition and subtraction of related fractions, calculate a simple fraction of a quantity and describe rules for sequences involving fractions and decimals. To perform calculations on decimals including multiplying and dividing by powers of 10 and make connections between capacity and volume. 2. Summative Assessment Task Two: Describing probabilities and comparing frequencies – Students compare observed and expected frequencies and write probabilities using simple fractions, decimals and percentages.
SCIENCE	Year Six Science Unit 1 **Making changes** In this unit, students will 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. 1. Summative Assessment Task One: Testing change: Reversible or irreversible? Students plan and conduct an investigation into reversible and irreversible changes, including identifying variables to be changed and measured, describing potential safety risks, identifying improvements to methods and constructing texts to communicate ideas, methods and findings. **QUT What's In Stuff – Incursion (No Cost)**	Year Six Science Unit 2 **Energy and electricity** In this unit, students will investigate electrical circuits as a means of transferring and transforming electricity. They will design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. 1. Summative Assessment Task One: Exploring energy and electricity Students analyse requirements for the transfer of electricity in a circuit and describe how energy can be transformed from one form to another to generate electricity. Students explain how scientific knowledge is used to assess energy sources selected for a specific purpose. **QUT Electrical Energy Incursion – Alternative Energy (No Cost)**	Year Six Science Unit 3 **Our changing world** In this unit, students explore how sudden geological changes and extreme weather events can affect Earth's surface. They consider the effects of earthquakes and volcanoes on Earth's surface and how communities are affected by these events. 1. Summative Assessment Task One: Explaining changes to the surface of Earth Students explain how natural events cause rapid changes to Earth's surface and identify contributions to the development of science by people from a range of cultures. Students identify how research can improve data.	Year Six Science Unit 4 **Life on Earth** In this unit. students will explore the environmental conditions that affect the growth and survival of living things. They will use simulations to plan and conduct fair tests and analyse the results of these tests. 1. Summative Assessment Task One: - Investigating mouldy bread Students develop an investigable question and design an investigation into simple cause-and-effect relationships including identifying variables to be changed and measured and potential safety risks. Students collect, organise and interpret data to identify environmental factors that contribute to mould growth in bread and explain how scientific knowledge helps to solve problems.

HASS

Year Six HASS Unit 1

Australia in the past

In this unit, students will explore the following inquiry question:

• How have key figures, events and values shaped Australian society, its system of government and citizenship?

In this unit, students:

• 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

1. Summative Assessment Task One: Australia in the past
Students explain the significance of key people, events, institutions and processes to the development of the Australian nation.

Year Six HASS Unit 2

Australians as global citizens

In this unit, students will explore the following inquiry questions:

• 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, students:

- 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

1. Summative Assessment Task One: To investigate the rights and responsibilities of Australian citizens today, and the experiences of Australian democracy and citizenship for different groups in the past.

Year Six HASS Unit 3

Australia in a diverse world

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

In this unit, students:

- 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

1. Summative Assessment Task One: Australia in a diverse world
Students demonstrate an understanding of the diversity of places by representing, interpreting and describing data and information about the characteristics of places.

Year Six HASS Unit 4

Australia's Global Connections

In this unit, students will explore the following key inquiry questions:

• What are Australia's global connections between people and places?
• How do people's connections to places affect their perception of them?

Year Six HASS Unit 5

Making decisions to benefit the community

In this unit, students:

• 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 findings and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms

1. Summative Assessment Task One: Making decisions to benefit the community
Students explain ways that resources can be used to benefit individuals, the community and the environment.

HEALTH

Year Six Health Unit 2

Let's all be active

In this unit, students investigate how physical activity creates opportunities for different groups to work together. Students identify how physical activity contributes to individual and community wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity.

1. Summative Assessment Task One: Let's all be active
Students describe the significance of physical activity to health and wellbeing, to describe their own and others' contributions to safety and wellbeing. Students examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.

Year Six Camp

Year Six Health Unit 4

Transitioning

In this unit, students explore the feelings, challenges and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition.

1. Summative Assessment Task One: Transitioning
Students investigate developmental changes and transitions, and explain the influence of people and places on identities as they transition to secondary school. Students recognise the influence of emotions and discuss factors that influence how people interact in new situations.

Life Education 2020
Graduation

THE ARTS

Year 5/6 **Visual Arts** Unit 1 — 2019

The animal within

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

1. Summative Assessment Task One: The animal within
Students explore artists' use of animal representations and relationship to environment as inspiration for a sculptural artwork.

Raw Art Incursion

Year 5/6 **Drama** Unit 1 — 2019

Natural disasters

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

Students will:

• explore dramatic action, empathy and space in improvisations, play-building and scripted drama to develop characters and situations in response to stimulus of earthquakes, volcanoes, cyclones and floods
• 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.

1. Summative Assessment Task One: Natural disasters
Students devise, perform and respond to a documentary drama.

Partner Unit – Year Six Science – Unit 3

Youth Touring – Wild Weather

Year 5/6 **Dance** Unit 3 — 2020

Adventures in dance

In this unit, students 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.

Students 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.

1. Summative Assessment Task One: Adventures in dance
Students perform, choreograph and respond to dance using the theme of adventure as stimulus.

Dance Cart Incursion

Year 5/6 **Media** Unit 3 — 2020

Music video

In this unit, students explore music video styling, concepts and production processes from ideation to creation.

Students will:

• explore representations and characterisations of people in music videos and how point of view is controlled by creators of music videos through story principles and genre conventions
• experiment with production of music video concepts based on community and student audience, considering how point of view can be controlled by production and use of media technologies
• present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions and use of media technologies
• compare and explain the shaping of viewpoint, ideas and stories in their own media artwork and that of others, examining representation of character, time and place in media artworks from Australia, including media artworks of Aboriginal peoples and Torres Strait Islander peoples.

1. Summative Assessment Task One: Music video
Students explore the purpose of music videos and work collaboratively to create a music video.

TECHNOLOGIES

Year Six **Design and Technologies** Unit 2

Hands Off!

In this unit, students 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 a prototype electrical device that is part of the solution.

1. Summative Assessment Task One: Hands off!
Students design a solution to an environment's security need and make an electrical device that is part of the solution.

Suggested partner units:
• Science Unit 2 – Energy and Electricity

Year Six **Digital Technologies** Unit 1

A-maze-ing digital designs

In this unit students 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.

1. Summative Assessment Task One: A-maze-ing digital designs (scratch)
Students describe digital systems and their components and explain how digital systems connect together to form a network. Students create a maze game using the skills of defining, designing, implementing using visual programming, managing and evaluating.