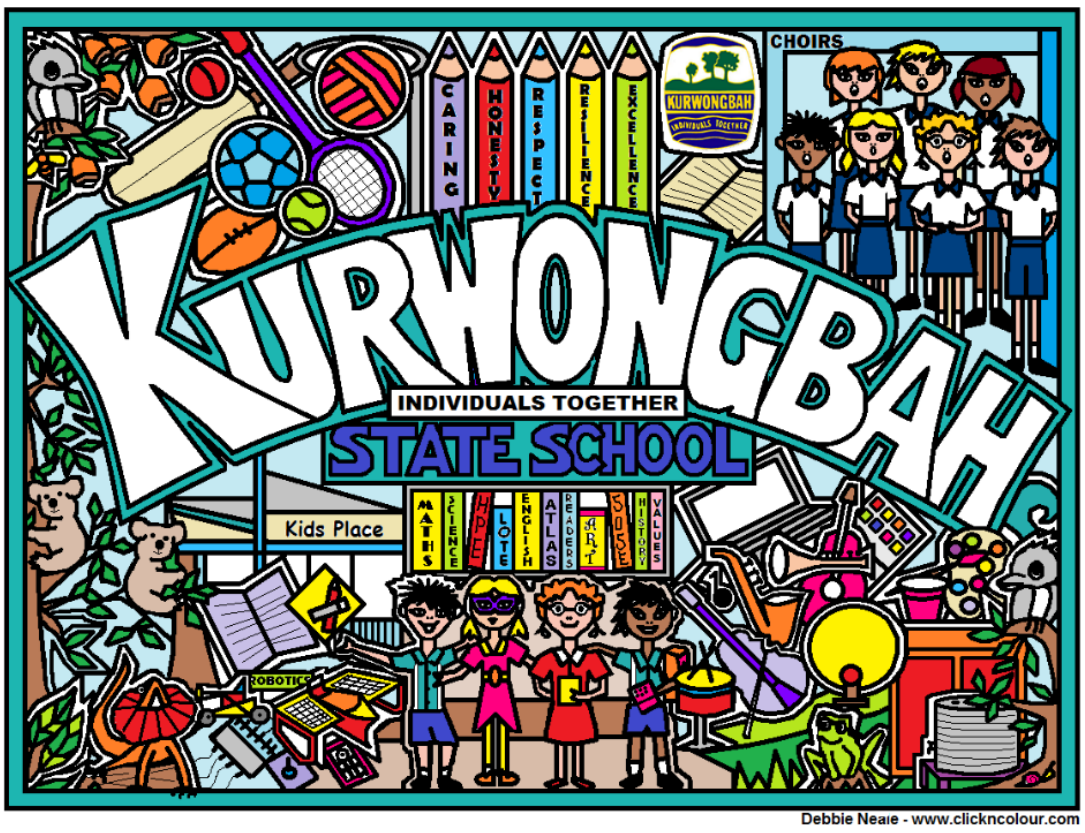

Debbie Neale - www.clickncolour.com

Kurwongbah State School

Year Level and Band Plans

Prep

Year Level and Band Plans

The year and/or band plans captures:

- ❖ an overview of the curriculum for each learning area and/or subject in each year and/or band;
- ❖ an overview of the range and balance of summative assessment correlates to the students' assessment folio in each learning area and/or subject;
- ❖ common assessment to support the whole school approach to moderation

Australian Curriculum: English — Prep: Year Level Plan

ACHIEVEMENT STANDARD

Receptive modes (listening, reading and viewing)

By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.

They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. They recognise the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words. They use appropriate interaction skills to listen and respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.

Productive modes (speaking, writing and creating)

Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.

In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, and orally blend and segment sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Unit 1	Unit 2	Unit 3	Unit 4
Unit name	Enjoying our new world (8 weeks)	Enjoying and retelling stories (8 weeks)	Interacting with others (8 weeks)	Responding to text (8 weeks)
Unit description	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.	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.	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.	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.

ASSESSMENT		SEMESTER 1		SEMESTER 2				
		Term 1	Term 2	Term 3		Term 4		
		Formative Assessment Task 1 (Unit 1)	Summative Assessment Task 1 (Unit 2)	Summative Assessment Task 1 (Unit 3)	Summative Assessment Task 2 (Unit 3)	Summative Assessment Task 1 (Unit 4)	Summative Assessment Task 2 (Unit 4)	Summative Assessment Task 3 (Unit 4)
Range and balance of summative assessment conventions	**Technique**	Composing text	Composing text	Composing text	Composing text	Responding to text	Composing text	Responding to text
	Type of text	Imaginative text	Imaginative text	Imaginative text	Imaginative text	Imaginative text	Imaginative text	Imaginative or Informative text
	Mode	Oral	Written & Oral	Written & Oral	Written & Oral	Oral Interview – Reading Record	Written	Oral Interview – Guided Reading Checklist
	Conditions	**Talk about a favourite story** Open conditions: • Undertaken individually. • Prior notice of the assessment. • Access to resources (e.g. imaginative texts, pictures and objects that support speaking). • Rehearsed in lesson time with access to teacher feedback and conferencing. • Presented in class to audience of peers.	**Retell a story** Open conditions: • undertaken individually • prior notice of the assessment • access to resources (narrative texts, word walls) allowed • drafted in lesson time with access to teacher feedback and conferencing • presented in class to audience of peers	**Create and recite a rhyme** Open conditions: • Undertaken individually • Drafted in lesson time with access to teacher feedback and conferencing • Presented in class to audience of peers	**Responding to a rhyming story** Open conditions: • Undertaken individually • Prior notice of the assessment • Drafting in lesson time with access to teacher conferencing • Length: 300–400 words	**Reading comprehension: Looking for Bowser** Supervised conditions: • Undertaken individually with the teacher	**Writing and creating a response to a story** Open Conditions • Undertaken individually • Access to resources (e.g. word wall, dictionary) allowed • Drafting in lesson time with access to teacher feedback and conferencing	**Guided Reading Checklist** Supervised conditions: • Undertaken individually • Completed during guided reading activities • Initiated by class teacher
Aspects of the achievement standard								
Receptive modes (listening, reading and viewing)	Use predicting and questioning strategies to make meaning from texts.							
	Recall one or two events from texts with familiar topics.							
	Understand that there are different types of texts and that these can have similar characteristics.							
	Identify connections between texts and their personal experience.							
	Read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies.							
	Recognise the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters.							
	Read high-frequency words and blend sounds orally to read consonant-vowel-consonant words.							
	Use appropriate interaction skills to listen and respond to others in a familiar environment.							
	Listen for rhyme, letter patterns and sounds in words.							
Productive modes (speaking, writing and creating)	Understand that their texts can reflect their own experiences.							
	Identify and describe likes and dislikes about familiar texts, objects, characters and events.							
	In informal group and whole class settings, students communicate clearly.							
	Retell events and experiences with peers and known adults.							
	Identify and use rhyme, and orally blend and segment sounds in words.							
	When writing, students use familiar words and phrases and images to convey ideas.							
	Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops							
	Correctly form known upper- and lower-case letters.							

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Shaded cells indicate opportunities that formative assessments provide for students to demonstrate evidence against aspects of the achievement standard

Australian Curriculum: Mathematics — Prep: Year Level Plan

ACHIEVEMENT STANDARD

By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location.

Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information and make simple inferences.

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
Unit name	Unit 1 (8 weeks)	Unit 2 (8 weeks)	Unit 3 (8 weeks)	Unit 4 (8 weeks)
Unit description	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.	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	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	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

ASSESSMENT		SEMESTER 1					SEMESTER 2						
		Term 1		Term 2			Term 3				Term 4		
		Summative Assessment Task 1 (Unit 1)	Summative Assessment Task 2 (Unit 1)	Summative Assessment Task 1 (Unit 2)	Summative Assessment Task 2 (Unit 2)	Summative Assessment Task 3 (Unit 2)	Summative Assessment Task 1 (Unit 3)	Summative Assessment Task 2 (Unit 3)	Summative Assessment Task 3 (Unit 3)	Summative Assessment Task 4 (Unit 3)	Summative Assessment Task 1 (Unit 4)	Summative Assessment Task 2 (Unit 4)	Summative Assessment Task 4 (Unit 4)
Range and balance of summative assessment conventions	**Description**	**Bigger smaller** Students identify, count, order, represent and compare amounts	**Grouping familiar objects** Students group familiar objects based on common characteristics.	**Sorting shapes** Students sort a variety of two-dimensional shapes.	**Investigating language to describe location** Students will give and follow directions using the language of location.	**Shake Shake Open** Students count or subitise to identify how many, compare quantities, connect number names, represent and partition quantities.	**Answering questions** Students answer simple questions to collect information and make simple inferences.	**Explaining duration and event sequences** Students connect events an days of the week and explain the order and duration	**Comparing objects using mass** Students compare objects using mass to complete a hefting activity.	**Paper Bag Sums** Students partition small collections and carry out simple addition operations. of events.	**Maths Mat** Students count in sequence to and from 20.	**Number Representation Cards** Students show their capacity to connect numbers, number names and representations of quantities	**Comparing objects using length and capacity** Students compare objects using length and capacity to build a house to fit teddy
	Mode	Game	Interview	Interview	Interview	Game	Interview	Interview	Inquiry	Game	Game	Game/ Observation	Inquiry
	Technique	Checklist	GTMJ	GTMJ	Checklist	Checklist	GTMJ	GTMJ	Checklist	Checklist	Checklist	Checklist	Checklist
Aspects of the achievement standard													
make connections between number names, numerals and quantities up to 10		■				■				■		■	
compare objects using mass, length and capacity									■				■
connect events and the days of the week								■					
explain the order and duration of events								■					
use appropriate language to describe location					■								
count to and from 20		■				■				■	■		
order small collections		■				■				■			
group objects based on common characteristics and sort shapes and objects			■	■									
answer simple questions to collect information							■						
make simple inferences							■						

■ Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Science - Prep: Year Level Plan

ACHIEVEMENT STANDARD

By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things.

Students share and reflect on observations, and ask and respond to questions about familiar objects and events.

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Unit 1	Unit 2	Unit 4	Unit 3
Unit name	Our living world	Our material world	Move it, move it	Weather watch
Unit description	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.	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.	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.	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.

ASSESSMENT		SEMESTER 1		SEMESTER 2	
		Summative assessment task 1	Summative assessment task 2	Summative assessment task 3	Summative assessment task 4
Range and balance of summative assessment conventions	**Description**	**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 science questions.	**Testing materials to make a puppet for outside play** 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.	**Creating a toy that moves** Students describe the properties and behaviour of familiar objects. Students share and reflect on observations and ask questions about familiar objects.	**Examining the weather** Students suggest how the weather affects themselves and other living things. Students share observations about the weather.
	Mode	Collection of Work	Assignment/Project	Experimental investigation	Supervised assessment
	Conditions	Open Conditions • Teacher may choose a plant or an animal. • Students create a model, draw or paint a picture of the living environment for their plant or animal. • Teachers then interview the student and ask the following leading questions.	Open Conditions • Undertaken individually • Undertaken in class time • To be completed in several sessions • Students test materials before they decide which will be best for their puppet construction • This unit will tie in with Design and Technologies Unit 3 – It's Showtime	Open Conditions • Access to classroom resources and previous learning • Independent task • Feedback (verbal conferencing with the teacher questioning – How is that going? Why didn't that work? How could you improve this?) • Ongoing • Word wall • Using visuals	Supervised Conditions • Undertaken individually • Undertaken in class time • To be completed in three sessions to allow time for interviewing students

Aspects of the achievement standard				
describe the properties and behaviour of familiar objects				
suggest how the environmentaffects them and other living things				
share and reflect on observations				
ask and respond to questions about familiar objects and events				

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Humanities and Social Sciences - Prep: Year Level Plan

ACHIEVEMENT STANDARD

By the end of Foundation Year, students identify important events in their own lives and recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. They identify how they, their families and friends know about their past and commemorate events that are important to them.

Students respond to questions about their own past and places they belong to. They sequence familiar events in order. They observe the familiar features of places and represent these features and their location on pictorial maps and models. They reflect on their learning to suggest ways they can care for a familiar place. Students relate stories about their past and share and compare observations about familiar places.

CURRICULUM	SEMESTER 1 Summative assessment task 1	SEMESTER 2 Summative assessment task 2
Unit name	My family history	My special places
Unit description	Inquiry questions: 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.	Inquiry questions: • 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.

ASSESSMENT		SEMESTER 1 Summative assessment task 1	SEMESTER 2 Summative assessment task 2
Range and balance of summative assessment conventions	**Mode**	Oral collection of work	Model and map of classroom
	Conditions	**Part A: I remember important events** Students will: • sequence familiar personal events in time order • identify important family events that are remembered and celebrated • draw and tell about an important family event. **Part B: Objects and people tell me about my past** Students will: • identify objects and the important family events they represent • share ideas on ways to learn about important family events in the past.	**Part A: My classroom is a familiar place** Students will: • identify the features of a familiar place (their classroom) • represent the features of a familiar place and the location of features in a model and pictorial map • describe the features of a familiar place. **Part B: My classroom is a special place** Students will: • recognise why a familiar place (their classroom) is special to them and to other people • identify other special places to which they belong • reflect on learning to suggest ways to care for a familiar place, and why it is important to care for special places.
Aspects of the achievement standard			
Identify important events in their own lives and recognise why some places are special to people.			
Describe the features of familiar places and recognise that places can be represented on maps and models.			
Identify how they, their families and friends know about their past and commemorate events that are important to them.			
Respond to questions about their own past and places they belong to.			
Sequence familiar events in order.			
Observe the familiar features of places and represent these features and their location on pictorial maps and models.			
Reflect on their learning to suggest ways they can care for a familiar place.			
Relate stories about their past and share and compare observations about familiar places.			

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Health – Prep: Year Level Plan

ACHIEVEMENT STANDARD
By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement. Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges. Indicates Physical Education

CURRICULUM	PREP	
	SEMESTER 1	SEMESTER 2
	Unit 1	Unit 2&4 Merged
Unit name	I Can Do It	I am growing and changing and I am safe
Unit description	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.	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.

ASSESSMENT		PREP	
		SEMESTER 1	SEMESTER 2
		Summative assessment task 1	Summative assessment task 3
Range and balance of summative assessment conventions	**Description**	**I can do it** Students identify different settings where they can play safely and identify and describe the different emotions people experience.	**I am growing and changing and I am safe** Students recognise how they are growing and changing, and identify actions that help them stay healthy, physically active and safe.
	Mode	Collection of Work	Collection of work
	Conditions	Open Conditions • Undertaken as individual interviews • Photocopy and re use real stimulus pictures to ask questions • Use the GTMJ immediately as you interview • Alternatively you may record student responses on see saw	Open Conditions • Undertaken individually • Undertaken in class time under test conditions • To be completed in four sessions
Aspects of the achievement standard			
recognise how they are growing and changing			
identify and describe the different emotions people experience			
identify actions that help them be healthy, safe and physically active			
identify different settings where they can be active and demonstrate how to move and play safely			
describe how their body responds to movement			
use personal and social skills when working with others in a range of activities			
demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities			
perform fundamental movement skills and solve movement challenges			

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Indicates Physical Education

Australian Curriculum: Design and Technologies Years Prep-2 Band Plan

CURRICULUM	Achievement Standard		
	By the end of Year 2, students describe the purpose of familiar products, services and environments and how they meet the needs of users and affect others and environments. They identify the features and uses of technologies for each of the prescribed technologies contexts. With guidance, students create designed solutions for each of the prescribed technologies contexts. They describe given needs or opportunities. Students create and evaluate their ideas and designed solutions based on personal preferences. They communicate design ideas for their designed products, services and environments using modelling and simple drawings. Following sequenced steps, students demonstrate safe use of tools and equipment when producing designed solutions.		
	Prep	**Year One**	**Year Two**
	Semester Two	**Semester One**	**Semester One**
	Unit 3	**Unit 2**	**Unit 1**
Unit name	It's Showtime!	Grow Grow Grow	Spin It!
Unit description	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. Students will apply these processes and production skills: • investigating materials, technologies for shaping and joining, and how designs meet people's needs • generating and refining design ideas • producing a puppet that meets the design brief • evaluating their design and production processes • collaborating and managing by working with others; following sequenced steps and sequencing the steps for the project.	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. Suggestions for alternative projects are also described. Students will apply the following processes and production skills: • investigating environments and analysing how they meet a purpose • generating and refining design ideas, communicated by simple drawings • producing a simple drawing of a designed solution that responds to a client's need • evaluating their design and production processes • collaborating and managing by working with others and by sequencing production steps.	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. Students will apply processes and production skills, in: • investigating materials, technologies for shaping and joining, and how designs meet people's needs • generating and developing design ideas • producing a spinning toy that meets the design brief • evaluating their design and production processes • collaborating and managing by working with others; following sequenced steps and sequencing the steps for the project.

ASSESSMENT		Prep Summative Assessment Task One	Year 1 Summative Assessment Task One	Year 2 Summative Assessment Task One
Range and balance of summative assessment conventions	**Description**	**Design a puppet** Students will design a character puppet with moving parts to use in a puppet show.	**Design solutions to help a farmer** **Make a food from garden produce** To describe needs, technologies and designed solutions for a farm and sequence steps to prepare a healthy food. Part A: Investigating food and fibre Part B: Designing solutions Part C: Producing and preparing food for healthy eating	**Create a spinning toy** Design and make a spinning toy for a small child that is fun and easy to use.
	Mode	Portfolio	Portfolio	Portfolio
	Conditions	• The assessment may be presented as a printed document or a slideshow. The slideshow may be used to guide students through completion of the written assessment. • Assist students with reading and writing of tasks where necessary. The format of student responses is at teachers' discretion — drawn, written or scribed by the teacher or aide. • Note that students will make two puppets during this unit. First, they make a simple paper-plate puppet to demonstrate their ability to follow sequenced steps. They will then create a puppet of their own design. • Prepare for the assessment by collecting the materials, tools and equipment needed to complete Part B: Create a puppet.	• The assessment may be presented as a printed document or a slideshow. Both formats are provided. The slideshow may also be used to guide students through completion of the assessment. • Assist students with reading and writing of tasks where necessary. The format of student responses is at the teacher's discretion — drawn, written or scribed by the teacher or aide. • Prepare for the assessment by collecting the ingredients, tools and equipment needed to complete Part C: Producing and preparing food for healthy eating.	• Students may work in groups provided their project folios are completed independently. • The focus of the project is on students applying all the Design and Technologies processes and production skills for Prep to Year 2 to each develop a unique design solution. • The choice of materials, tools and techniques will depend on teacher decisions and what is available in the school.

Aspects of the achievement standard			
describe the purpose of familiar products, services and environments and how they meet the needs of users and affect others and environments			
identify the features and uses of technologies for each of the prescribed technologies contexts			
create designed solutions for each of the prescribed technologies contexts			
describe given needs or opportunities			
create and evaluate their ideas and designed solutions based on personal preferences			
communicate design ideas for their designed products, services and environments using modelling and simple drawings			
follow sequenced steps			
demonstrate safe use of tools and equipment when producing designed solutions			

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Digital Technologies Years Prep-2 Band Plan

CURRICULUM	Achievement Standard		
	By the end of Year 2, students identify how common digital systems (hardware and software) are used to meet specific purposes. They use digital systems to represent simple patterns in data in different ways. Students design solutions to simple problems using a sequence of steps and decisions. They collect familiar data and display them to convey meaning. They create and organise ideas and information using information systems, and share information in safe online environments.		
	Prep	**Year One**	**Year Two**
	Semester One	**Semester Two**	**Semester Two**
	Unit 1	**Unit 1**	**Unit 1**
Unit name	Computers – Handy helpers	Computers – Handy helpers	Computers – Handy helpers
Unit description	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.	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.	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.

ASSESSMENT		Prep	Year 1	Year 2
		Summative Assessment Task One	**Summative Assessment Task One**	**Summative Assessment Task One**
Range and balance of summative assessment conventions	**Description**	**Part A: Everyday digital systems** Students identify common digital systems and their purpose.	**Part B: Data discoveries** Students collect, sort and organise data to make meaning. The have opportunities to represent data in different ways.	**Part B: Sharing data using information systems** Students create a multimedia class profile in an online space. **Part C: Program this** Students explore and work with algorithms to write a sequence of instructions to navigate virtual robots.
	Mode	Portfolio	Portfolio	Portfolio
	Conditions	• Part A is to be completed by students on the assessment task Collection of work. Alternatively, teachers may choose to interview students using the stimulus picture and record verbal responses on the assessment task. • Discuss the image in Part A and revise digital systems at home and school and their purposes. • Refer to real-world examples of digital systems collected and displayed in the classroom. • Question 4 requires students to be shown an example of software and explain its purpose. Choose software that is familiar to students and has a clear function, such as: • drawing software • sound recording software.	• Part B can be progressively completed by students throughout the unit. Use the questions provided in the assessment task Collection of work to guide students in completing this part. • Verbal directions for each task may be provided to students. Alternatively, the questions can be printed and distributed to students. • Observational records of students collecting data and using digital technologies to collect, sort, organise and display data, may be compiled using assessment task Collection of work: Observation record (Part B: Data discoveries).	• Part C is to be completed by students on the assessment task Collection of work. Assistance may be provided to students where necessary, including reading questions and scribing responses.

Aspects of the achievement standard	Prep	Year 1	Year 2
identify how common digital systems (hardware and software) are used to meet specific purposes	■		
use digital systems to represent simple patterns in data in different ways		■	
design solutions to simple problems using a sequence of steps and decisions			■
collect familiar data and display them to convey meaning		■	
create and organise ideas and information using information systems			■
share information in safe online environments		■	■

■ Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Drama — Years P to 2 Band Plan

2019 CURRICULUM	Achievement Standard		
	By the end of Year 2, students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama. Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.		
	PREP	**YEAR 1**	**YEAR 2**
	SEMESTER 1 **Unit 4**	**SEMESTER 1** **Unit 5**	**SEMESTER 1** **Unit 2**
Unit name	**Drama stories from the past**	**Stories come to life**	**Poetry alive**
Unit description	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	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	In this unit, students make and respond to drama by exploring ways that ideas in poetry can be a stimulus for dramatic action.

ASSESSMENT		PREP	YEAR 1	YEAR 2
		SEMESTER 1	**SEMESTER 1**	**SEMESTER 1**
		Summative assessment task 1	**Summative assessment task 1**	**Summative assessment task 1**
Range and balance of summative assessment conventions	**Description**	Students respond to, devise and perform drama based on the theme of memories.	Students devise, perform and respond to drama using a picture book as stimulus.	Students devise, perform and respond to drama focusing on situations and ideas expressed in a poem.
	Mode	Collection of Work	Collection of Work	Collection of Work – Shadow Puppets
	Conditions	• Stimulus material provided by the teacher • Undertaken in groups	• There are no recommended times or length in Years P–2 • Undertaken in groups • Stimulus material provided by the teacher	• There are no recommended times or length in Years P–2 Band. • Undertaken in groups • Stimulus material provided by the teacher
Aspects of the achievement standard				
Describe what happens in drama they make, perform and view.				
Identify some elements in drama and describe where and why there is drama.				
Makes drama using the elements of role, situation and focus in dramatic play and improvisation.				
Presents drama using the elements of role, situation and focus in dramatic play and improvisation.				

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Visual Arts — Years P to 2 Band Plan

2019 CURRICULUM	Achievement Standard		
	By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented. Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.		
	PREP	**YEAR 1**	**YEAR 2**
	SEMESTER 2 **Unit 1**	**SEMESTER 2** **Unit 4**	**SEMESTER 2** **Unit 2**
Unit name	**New Stories**	**Stormy Clouds**	**Up, Down and All Around**
Unit description	In this unit, students create new stories in artworks by collaging characters, objects and landscapes from different artworks.	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.	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.

ASSESSMENT		PREP	YEAR 1	YEAR 2
		SEMESTER 2	**SEMESTER 2**	**SEMESTER 2**
		Summative assessment task 1	**Summative assessment task 1**	**Summative assessment task 1**
Range and balance of summative assessment conventions	**Description**	Students explore ideas about representing stories and experiences through collage and mixed media.	Students make and respond to artworks that show weather and feelings.	Students explore sense of place through imaginative experimentation with a range of materials and processes.
	Mode	Collection of Work	Collection of Work	Collection of Work
	Conditions	• Undertaken individually • Stimulus material provided prior to assessment	• Undertaken individually • There are no recommended times or lengths in Years P–2 Band. • Pictures may be projected onto a screen. Note: Aboriginal peoples and Torres Strait Islander peoples are warned that this resource may contain images, voices and names of persons who may now be deceased.	• Undertaken individually and in groups • Held under supervised conditions • To be completed in a number of supervised sessions • Stimulus material provided prior to assessment • Responding tasks can be written or scribed • There are no recommended times or lengths in Years P–2 Band.
Aspects of the achievement standard				
Describe artworks they make and view.				
Describe where and why artworks are made and presented.				
Make artworks in different forms to express their ideas, observations and imagination using different techniques and processes.				

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Year 1

Year Level and Band Plans

The year and/or band plans captures:

- ❖ an overview of the curriculum for each learning area and/or subject in each year and/or band;
- ❖ an overview of the range and balance of summative assessment correlates to the students' assessment folio in each learning area and/or subject;
- ❖ common assessment to support the whole school approach to moderation

Australian Curriculum: English — Year 1: Year Level Plan

ACHIEVEMENT STANDARD

Receptive modes (listening, reading and viewing)

By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They describe characters, settings and events in different types of literature.

Students read aloud, with developing fluency. They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features and interaction skills.

Productive modes (speaking, writing and creating)

Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.

They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics. When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell high-frequency words and words with regular spelling patterns. They use capital letters and full stops and form all upper- and lower-case letters correctly.

CURRICULUM	SEMESTER 1			SEMESTER 2		
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Unit name	**Exploring how a story works (8 weeks)**	**Exploring characters in stories (5 weeks)**	**Engaging with poetry (4 weeks)**	**Examining the language of communication — questioning (4 weeks)**	**Retelling cultural stories (4 weeks)**	**Creating digital procedural texts (8 weeks)**
Unit description	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. Students respond to imaginative stories making connections between personal experiences and the text.	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.	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.	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.	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.	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. Students explore a series of picture books with persuasive features and create a digital multimodal innovation of an imaginative text that includes persuasion.

ASSESSMENT		SEMESTER 1					SEMESTER 2			
		Term 1	Term 2				Term 3		Term 4	
		Summative Assessment Task 1 (Unit 1)	Summative Assessment Task 1 (Unit 2)	Summative Assessment Task 2 (Unit 2)	Summative Assessment Task 3 (Unit 3)	Summative Assessment Task 4 (Unit 3)	Summative Assessment Task 1 (Unit 4)	Summative Assessment Task 2 (Unit 5)	Summative Assessment Task 1 (Unit 6)	Summative Assessment Task 2 (Unit 6)
Range and balance of summative assessment conventions	**Technique**	Responding to text	Composing text	Responding to text	Responding to text	Composing text	Composing text	Composing text	Composing text	Responding to text
	Type of text	Imaginative text	Informative text (character description)	Imaginative text	Imaginative text (Poetry)	Imaginative text (Poetry)	Informative text	Imaginative text (retelling)	Imaginative text (Narrative)	Imaginative text (Narrative)
	Mode	Oral	Written	Oral Interview	Oral	Oral	Oral	Poster/multimodal presentation – written & oral	Poster/ multimodal presentation – written & oral	Oral Short answer questions
	Conditions	**Comprehend and respond to imaginative texts (picture books)** Open conditions: • Undertaken individually with teacher support • Prior notice of the assessment • Stimulus material provided with assessment • Access to resources • supported by teacher	**Character description** Open conditions: • Undertaken individually with teacher support • Prior notice of the assessment • Stimulus material provided with assessment • Access to resources allowed • Drafting in lesson time with access to teacher feedback and conferencing	**Reading comprehension: Pam and Lilly** Supervised conditions: • Completed in one uninterrupted supervised session	**Comprehending poetry** Supervised conditions: • Undertaken individually • Unseen poem and questions • Completed under exam conditions • Completed as a See Saw activity	**Poem recitation** Open conditions: • Undertaken individually • Prior notice of the assessment • Drafted in lesson time with access to teacher feedback • Presented in class to audience of peers	**Create and present a character in an interview** Open conditions: • Undertaken in pairs • Prior notice of the assessment • Stimulus material provided with assessment • Access to resources allowed • Drafted in lesson time with access to teacher feedback and conferencing • Presented in class to audience of peers	**Retelling of a cultural story** Open conditions: • Undertaken individually • Access to resources allowed (story text, word wall, handwriting chart) • Drafting in lesson time with access to teacher feedback and conferencing • Presented in class to audience of peers	**Multimodal procedure** Open conditions: • Undertaken individually • Access to resources (computer software) allowed • Drafting in lesson time with access to teacher feedback and conferencing • Submitted as a PowerPoint	**Reading comprehension: Captain Stanislaus** Supervised conditions: • Undertaken individually • Stimulus materials provided with assessment • Completed under test conditions
Aspects of the achievement standard										
Receptive modes (listening, reading and viewing)	Understand the different purposes of texts.				■					■
	Make connections to personal experience when explaining characters and main events in short texts.	■								■
	Identify that texts serve different purposes and that this affects how they are organised.			■	■					
	Describe characters, settings and events in different types of literature.		■	■	■					
	Read short texts aloud, with developing fluency, including some unfamiliar vocabulary, simple and compound sentences and supportive images.			■						■
	Use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning.			■						■
	Recall key ideas and recognise literal and implied meaning in texts.	■	■	■	■					■
	Listen to others when taking part in conversations, using appropriate language features and interaction skills.						■			
Productive modes (speaking, writing and creating)	Understand how characters in texts are developed and give reasons for personal preferences.						■	■		
	Create texts that show understanding of the connection between writing, speech and images		■					■	■	
	Create short texts for a small range of purposes.								■	
	Interact in pair, group and class discussions, taking turns when responding.						■			
	Make short presentations on familiar topics.					■	■	■		
	Provide details about ideas or events, and details about the participants in those events.							■	■	
	Accurately spell high-frequency words and words with regular spelling patterns.		■					■	■	
	Use capital letters and full stops.		■					■	■	
	Form all upper- and lower-case letters correctly.		■					■		

■ Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Mathematics — Year 1: Year Level Plan

ACHIEVEMENT STANDARD

By the end of Year 1, students describe number sequences resulting from skip counting by 2s, 5s and 10s. They identify representations of one half. They recognise Australian coins according to their value. Students explain time durations. They describe two-dimensional shapes and three-dimensional objects. Students describe data displays.

Students count to and from 100 and locate numbers on a number line. They carry out simple additions and subtractions using counting strategies. They partition numbers using place value. They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities using informal units. They tell time to the half-hour. They use the language of direction to move from place to place. Students classify outcomes of simple familiar events. They collect data by asking questions, draw simple data displays and make simple inferences.

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
Unit name	Unit 1 (8 weeks)	Unit 2 (8 weeks)	Unit 3 (8 weeks)	Unit 4 (8 weeks)
Unit description	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.	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.	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	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.

ASSESSMENT		SEMESTER 1					SEMESTER 2				
		Term 1			Term 2		Term 3			Term 4	
		Summative Assessment Task 1 (Unit 1)	Summative Assessment Task 2 (Unit 1)	Summative Assessment Task 3 (Unit 1)	Summative Assessment Task 1 (Unit 2)	Summative Assessment Task 2 (Unit 2)	Summative Assessment Task 1 (Unit 3)	Summative Assessment Task 2 (Unit 3)	Summative Assessment Task 3 (Unit 3)	Summative Assessment Task 1 (Unit 4)	Summative Assessment Task 2 (Unit 4)
Range and balance of summative assessment conventions	**Description**	**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.	**Classifying outcomes** Students classify outcomes of simple familiar events.	**Measuring with informal units - length** Students measure and order objects based on length, using informal units.	**Using the language of direction** Students give and follow directions to familiar locations.	**Describing two-dimensional shapes and three-dimensional objects** Students describe two-dimensional shapes and three-dimensional objects.	**A Handful of Beads** Students describe number sequences resulting from skip counting by twos, fives and tens, count to and from 100 and locate numbers on a number line. Students recognise Australian coins according to their value.	**Measuring informal units – capacity** Students measure and order objects based on capacity, using informal units.	**Explaining durations and telling time** Students explain time durations and tell time to the half hour.	**Adding, subtracting and identifying one half** Students identify representations of one-half and solve problems involving addition and subtraction.	**Making inferences from collected data** Students collect data by asking questions, draw and describe data displays and make simple inferences.
	Mode	Written	Interview	Practical	Observation	Interview	Interview	Practical	Short answer questions	Short answer questions	Short answer questions
Aspects of the achievement standard											
describe number sequences resulting from skip counting by 2s, 5s and 10s							■				
identify representations of one half										■	
recognise Australian coins according to their value							■				
explain time durations									■		
describe two-dimensional shapes and three- dimensional objects						■					
describe data displays											■
count to and from 100							■				
locate numbers on a number line		■					■				
carry out simple additions and subtractions using counting strategies										■	
partition numbers using place value		■									
continue simple patterns involving numbers and objects							■				
order objects based on lengths and capacities using informal units				■				■			
tell time to the half-hour									■		
use the language of direction to move from place to place					■						
classify outcomes of simple familiar events			■								
collect data by asking questions, draw simple data displays and make simple inferences											■

■ Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Science - Year 1: Year Level Plan

ACHIEVEMENT STANDARD

By the end of Year 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They describe changes in their local environment and how different places meet the needs of living things.

Students respond to questions, make predictions, and participate in guided investigations of everyday phenomena. They follow instructions to record and sort their observations and share them with others.

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Unit 1	Unit 2	Unit 3	Unit 4
Unit name	Living adventure	Material madness	Changes around me	Exploring light and sound
Unit description	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.	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.	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.	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.

ASSESSMENT		SEMESTER 1		SEMESTER 2	
		Summative assessment task 1	Summative assessment task 2	Summative assessment task 3	Summative assessment task 4
Range and balance of summative assessment conventions	**Description**	**Describing a habitat** 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.	**Rocking the Boat** Students describe the effects of physically changing a material to make a boat that floats. Students make a prediction, participate in a guided investigation and record and share observations.	**Exploring sky and land** Students describe objects and events that they encounter in their everyday lives. To describe changes in the local environment. To respond to questions and sort and share observations.	**Exploring light and sound** 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. They examine how light and sound are useful in everyday life. They respond to and ask questions. They make predictions and share observations, comparing their observations with predictions and with each other. They sort observations, represent and communicate their understandings in a variety of ways.
	Mode	Short answer questions	Supervised assessment	Multimodal presentation	Experimental investigation
	Conditions	Open Conditions • Two teaching episodes have been allocated to completing the task. • Scribing/recording of students' responses is encouraged where writing skills do not enable full expression of science understanding. • Self-directed play activities should be provided to allow time for individual conferencing about observations. • This is not an assessment of a student's artistic ability.	Open Conditions • Undertaken individually • Undertaken in class time • Undertaken in an area where water spills can be cleaned up • To be completed in two sessions	Open Conditions • Undertaken individually • Undertaken in class time • To be completed in three sessions	Open Conditions • To be completed in two sessions to allow for interviews with students of varying literacy levels • Student responses can be scribed accurately if required and assessed to determine their science understanding.
Aspects of the achievement standard					
describe objects and events that they encounter in their everyday lives					
describe the effects of interacting with materials and objects					
describe changes in their local environment					
how different places meet the needs of living things					
respond to questions and make predictions					
participate in guided investigations of everyday phenomena					
follow instructions to record and sort their observations					
Share observations with others					

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Humanities and Social Sciences – Year 1: Year Level Plan

ACHIEVEMENT STANDARD

By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. They identify and describe the features of places and their location at a local scale and identify changes to the features of places. They recognise that people describe the features of places differently and describe how places can be cared for.

Students respond to questions about the recent past and familiar and unfamiliar places by collecting and interpreting information and data from observations and from sources provided. They sequence personal and family events in order and represent the location of different places and their features on labelled maps. They reflect on their learning to suggest ways they can care for places. They share stories about the past, and present observations and findings using everyday terms to denote the passing of time and to describe direction and location.

CURRICULUM	SEMESTER 1 Summative Assessment Task 1	SEMESTER 2 Summative Assessment Task 2
Unit name	My changing life	My changing world
Unit description	In this unit students will explore the following inquiry question: • How has my family and daily life changed over time? • Learning opportunities support students to: • 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	In this unit, students: • draw on studies at the personal and local scale, including familiar places, e.g. 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 to investigate a local place • reflect on learning to respond to questions about how places and their features can be cared for

ASSESSMENT		SEMESTER 1 Summative Assessment Task 1	SEMESTER 2 Summative Assessment Task 2
Range and balance of summative assessment conventions	**Mode**	Supervised assessment	Research
	Conditions	**My changing life** Students identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time. **Part A: My life in the past** Students will: • sequence changes in their lives over time in a storyboard • share a story about personal changes using terms denoting time **Part B: A year in my family** Students will: • identify describe and sequence important family events on a twelve-month calendar. **Part C: Daily life over time** Students will: • examine provided sources to identify and compare aspects of life that have changed and stayed the same over time • explain ways that selected aspects of daily life have changed and stayed the same over time.	**My changing world** Students conduct an inquiry to investigate places and their features at a local scale. **Part A: Features of places** Students will: • respond to questions about unfamiliar places • identify and describe the features of places and their location at a local scale • identify changes to the features of sources • interpret information and data from sources provided • recognise that people describe the features of places differently **Part B: Investigating a local place** Students will: • collect and interpret information and data from observations • represent the location of different places and their features on labelled maps • recognise that people use and care for places differently • reflect on learning to identify how to care for and improve a local place
Aspects of the achievement standard			
Identify and describe important dates and changes in their own lives			
Explain how some aspects of daily life have changed over recent time while others have remained the same.			
Identify and describe the features of places and their location at a local scale and identify changes to the features of places.			
Recognise that people describe the features of places differently and describe how places can be cared for.			
Responds to questions about the recent past			
Respond to questions about unfamiliar places by collecting and interpreting information and data from observations and from sources provided.			
Interpret information from sources provided.			
Sequence personal and family events in order			
Represent the location of different places and their features on labelled maps			
Reflect on their learning to suggest ways they can care for places.			
Present observations and findings using everyday to describe direction and location.			
Share stories about the past using everyday terms to denote the passing of time			

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Health – Year 1 to 2: Year Level Band Plan

ACHIEVEMENT STANDARD

By the end of Year 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.

Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.

Indicates Physical Education

CURRICULUM	YEAR 1		YEAR 2	
	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
	Unit 3	Unit 2	Unit 1	Unit 3
Unit name	We all belong	Good choices, healthy me	My classroom is healthy, safe and fun	Stay Safe
Unit description	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.	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.	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.	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.

ASSESSMENT		YEAR 1		YEAR 2	
		SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
		Summative assessment task 1	Summative assessment task 1	Summative assessment task 1	Summative assessment task 1
Range and balance of summative assessment conventions	**Description**	**We All Belong** Students recognise how strengths and achievements contribute to identity and identify how emotional responses impact on others' feelings.	**Good choices, healthy me** Students examine messages related to health decisions and describe how to keep themselves and others healthy and physically active.	**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.	**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.
	Mode	Collection of Work	Short answer questions	Assignment/Project	Collection of Work
	Conditions	Open Conditions • undertaken individually • read the text passage about Alice and Ivy to the students • listen to/read individual students' responses to each question	Open Conditions • undertaken individually • completed in four sessions • record/observe individual student's responses in each activity • read the story and the assessment questions to the students	Open Conditions • undertaken individually • read through the instructions with students • engage in a class discussion to set a context	
Aspects of the achievement standard					
describe changes that occur as they grow older					
recognise how strengths and achievements contribute to identities					
identify how emotional responses impact on others' feelings					
examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active					
identify areas where they can be active and how the body reacts to different physical activities					
demonstrate positive ways to interact with others					
select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems					
demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges					
perform movement sequences that incorporate the elements of movement					

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Indicates Physical Education

Australian Curriculum: Design and Technologies Years Prep-2 Band Plan

CURRICULUM	Achievement Standard		
	By the end of Year 2, students describe the purpose of familiar products, services and environments and how they meet the needs of users and affect others and environments. They identify the features and uses of technologies for each of the prescribed technologies contexts. With guidance, students create designed solutions for each of the prescribed technologies contexts. They describe given needs or opportunities. Students create and evaluate their ideas and designed solutions based on personal preferences. They communicate design ideas for their designed products, services and environments using modelling and simple drawings. Following sequenced steps, students demonstrate safe use of tools and equipment when producing designed solutions.		
	Prep	**Year One**	**Year Two**
	Semester Two	**Semester One**	**Semester One**
	Unit 3	**Unit 2**	**Unit 1**
Unit name	It's Showtime!	Grow Grow Grow	Spin It!
Unit description	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. Students will apply these processes and production skills: • investigating materials, technologies for shaping and joining, and how designs meet people's needs • generating and refining design ideas • producing a puppet that meets the design brief • evaluating their design and production processes • collaborating and managing by working with others; following sequenced steps and sequencing the steps for the project.	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. Suggestions for alternative projects are also described. Students will apply the following processes and production skills: • investigating environments and analysing how they meet a purpose • generating and refining design ideas, communicated by simple drawings • producing a simple drawing of a designed solution that responds to a client's need • evaluating their design and production processes • collaborating and managing by working with others and by sequencing production steps.	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. Students will apply processes and production skills, in: • investigating materials, technologies for shaping and joining, and how designs meet people's needs • generating and developing design ideas • producing a spinning toy that meets the design brief • evaluating their design and production processes • collaborating and managing by working with others; following sequenced steps and sequencing the steps for the project.

ASSESSMENT		Prep Summative Assessment Task One	Year 1 Summative Assessment Task One	Year 2 Summative Assessment Task One
Range and balance of summative assessment conventions	**Description**	**Design a puppet** Students will design a character puppet with moving parts to use in a puppet show.	**Design solutions to help a farmer** **Make a food from garden produce** To describe needs, technologies and designed solutions for a farm and sequence steps to prepare a healthy food. Part A: Investigating food and fibre Part B: Designing solutions Part C: Producing and preparing food for healthy eating	**Create a spinning toy** Design and make a spinning toy for a small child that is fun and easy to use.
	Mode	Portfolio	Portfolio	Portfolio
	Conditions	• The assessment may be presented as a printed document or a slideshow. The slideshow may be used to guide students through completion of the written assessment. • Assist students with reading and writing of tasks where necessary. The format of student responses is at teachers' discretion — drawn, written or scribed by the teacher or aide. • Note that students will make two puppets during this unit. First, they make a simple paper-plate puppet to demonstrate their ability to follow sequenced steps. They will then create a puppet of their own design. • Prepare for the assessment by collecting the materials, tools and equipment needed to complete Part B: Create a puppet.	• The assessment may be presented as a printed document or a slideshow. Both formats are provided. The slideshow may also be used to guide students through completion of the assessment. • Assist students with reading and writing of tasks where necessary. The format of student responses is at the teacher's discretion — drawn, written or scribed by the teacher or aide. • Prepare for the assessment by collecting the ingredients, tools and equipment needed to complete Part C: Producing and preparing food for healthy eating.	• Students may work in groups provided their project folios are completed independently. • The focus of the project is on students applying all the Design and Technologies processes and production skills for Prep to Year 2 to each develop a unique design solution. • The choice of materials, tools and techniques will depend on teacher decisions and what is available in the school.

Aspects of the achievement standard			
describe the purpose of familiar products, services and environments and how they meet the needs of users and affect others and environments			
identify the features and uses of technologies for each of the prescribed technologies contexts			
create designed solutions for each of the prescribed technologies contexts			
describe given needs or opportunities			
create and evaluate their ideas and designed solutions based on personal preferences			
communicate design ideas for their designed products, services and environments using modelling and simple drawings			
follow sequenced steps			
demonstrate safe use of tools and equipment when producing designed solutions			

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Digital Technologies Years Prep-2 Band Plan

CURRICULUM	Achievement Standard		
	By the end of Year 2, students identify how common digital systems (hardware and software) are used to meet specific purposes. They use digital systems to represent simple patterns in data in different ways. Students design solutions to simple problems using a sequence of steps and decisions. They collect familiar data and display them to convey meaning. They create and organise ideas and information using information systems, and share information in safe online environments.		
	Prep	**Year One**	**Year Two**
	Semester One	**Semester Two**	**Semester Two**
	Unit 1	**Unit 1**	**Unit 1**
Unit name	Computers – Handy helpers	Computers – Handy helpers	Computers – Handy helpers
Unit description	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.	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.	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.

ASSESSMENT		Prep	Year 1	Year 2
		Summative Assessment Task One	**Summative Assessment Task One**	**Summative Assessment Task One**
Range and balance of summative assessment conventions	**Description**	**Part A: Everyday digital systems** Students identify common digital systems and their purpose.	**Part B: Data discoveries** Students collect, sort and organise data to make meaning. The have opportunities to represent data in different ways.	**Part B: Sharing data using information systems** Students create a multimedia class profile in an online space. **Part C: Program this** Students explore and work with algorithms to write a sequence of instructions to navigate virtual robots.
	Mode	Portfolio	Portfolio	Portfolio
	Conditions	• Part A is to be completed by students on the assessment task Collection of work. Alternatively, teachers may choose to interview students using the stimulus picture and record verbal responses on the assessment task. • Discuss the image in Part A and revise digital systems at home and school and their purposes. • Refer to real-world examples of digital systems collected and displayed in the classroom. • Question 4 requires students to be shown an example of software and explain its purpose. Choose software that is familiar to students and has a clear function, such as: • drawing software • sound recording software.	• Part B can be progressively completed by students throughout the unit. Use the questions provided in the assessment task Collection of work to guide students in completing this part. • Verbal directions for each task may be provided to students. Alternatively, the questions can be printed and distributed to students. • Observational records of students collecting data and using digital technologies to collect, sort, organise and display data, may be compiled using assessment task Collection of work: Observation record (Part B: Data discoveries).	• Part C is to be completed by students on the assessment task Collection of work. Assistance may be provided to students where necessary, including reading questions and scribing responses.

<table>
<tr><th colspan="4">Aspects of the achievement standard</th></tr>
<tr><td>identify how common digital systems (hardware and software) are used to meet specific purposes</td><td style="background:blue"></td><td></td><td></td></tr>
<tr><td>use digital systems to represent simple patterns in data in different ways</td><td></td><td style="background:blue"></td><td></td></tr>
<tr><td colspan="4" style="background:lightgrey"></td></tr>
<tr><td>design solutions to simple problems using a sequence of steps and decisions</td><td></td><td></td><td style="background:blue"></td></tr>
<tr><td>collect familiar data and display them to convey meaning</td><td></td><td style="background:blue"></td><td></td></tr>
<tr><td>create and organise ideas and information using information systems</td><td></td><td></td><td style="background:blue"></td></tr>
<tr><td>share information in safe online environments</td><td></td><td style="background:blue"></td><td style="background:blue"></td></tr>
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Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Drama — Years P to 2 Band Plan

2019 CURRICULUM	Achievement Standard		
	By the end of Year 2, students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama. Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.		
	PREP	**YEAR 1**	**YEAR 2**
	SEMESTER 1 **Unit 4**	**SEMESTER 1** **Unit 5**	**SEMESTER 1** **Unit 2**
Unit name	**Drama stories from the past**	**Stories come to life**	**Poetry alive**
Unit description	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	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	In this unit, students make and respond to drama by exploring ways that ideas in poetry can be a stimulus for dramatic action.

ASSESSMENT		PREP	YEAR 1	YEAR 2
		SEMESTER 1	**SEMESTER 1**	**SEMESTER 1**
		Summative assessment task 1	**Summative assessment task 1**	**Summative assessment task 1**
Range and balance of summative assessment conventions	**Description**	Students respond to, devise and perform drama based on the theme of memories.	Students devise, perform and respond to drama using a picture book as stimulus.	Students devise, perform and respond to drama focusing on situations and ideas expressed in a poem.
	Mode	Collection of Work	Collection of Work	Collection of Work – Shadow Puppets
	Conditions	• Stimulus material provided by the teacher • Undertaken in groups	• There are no recommended times or length in Years P–2 • Undertaken in groups • Stimulus material provided by the teacher	• There are no recommended times or length in Years P–2 Band. • Undertaken in groups • Stimulus material provided by the teacher
Aspects of the achievement standard				
Describe what happens in drama they make, perform and view.				
Identify some elements in drama and describe where and why there is drama.				
Makes drama using the elements of role, situation and focus in dramatic play and improvisation.				
Presents drama using the elements of role, situation and focus in dramatic play and improvisation.				

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Visual Arts — Years P to 2 Band Plan

2019 CURRICULUM	Achievement Standard		
	By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented. Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.		
	PREP	**YEAR 1**	**YEAR 2**
	SEMESTER 2 **Unit 1**	**SEMESTER 2** **Unit 4**	**SEMESTER 2** **Unit 2**
Unit name	**New Stories**	**Stormy Clouds**	**Up, Down and All Around**
Unit description	In this unit, students create new stories in artworks by collaging characters, objects and landscapes from different artworks.	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.	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.

ASSESSMENT		PREP	YEAR 1	YEAR 2
		SEMESTER 2	**SEMESTER 2**	**SEMESTER 2**
		Summative assessment task 1	**Summative assessment task 1**	**Summative assessment task 1**
Range and balance of summative assessment conventions	**Description**	Students explore ideas about representing stories and experiences through collage and mixed media.	Students make and respond to artworks that show weather and feelings.	Students explore sense of place through imaginative experimentation with a range of materials and processes.
	Mode	Collection of Work	Collection of Work	Collection of Work
	Conditions	• Undertaken individually • Stimulus material provided prior to assessment	• Undertaken individually • There are no recommended times or lengths in Years P–2 Band. • Pictures may be projected onto a screen. Note: Aboriginal peoples and Torres Strait Islander peoples are warned that this resource may contain images, voices and names of persons who may now be deceased.	• Undertaken individually and in groups • Held under supervised conditions • To be completed in a number of supervised sessions • Stimulus material provided prior to assessment • Responding tasks can be written or scribed • There are no recommended times or lengths in Years P–2 Band.
Aspects of the achievement standard				
Describe artworks they make and view.				
Describe where and why artworks are made and presented.				
Make artworks in different forms to express their ideas, observations and imagination using different techniques and processes.				

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Year 2

Year Level and Band Plans

The year and/or band plans captures:

- ❖ an overview of the curriculum for each learning area and/or subject in each year and/or band;
- ❖ an overview of the range and balance of summative assessment correlates to the students' assessment folio in each learning area and/or subject;
- ❖ common assessment to support the whole school approach to moderation

Australian Curriculum: English — Year 2: Year Level Plan

ACHIEVEMENT STANDARD

Receptive modes (listening, reading and viewing)

By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information. They monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. They use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.

Productive modes (speaking, writing and creating)

When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.

Students create texts, drawing on their own experiences, their imagination and information they have learnt. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. They use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters.

CURRICULUM	SEMESTER 1			SEMESTER 2		
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Unit name	Reading, Writing and Performing Poetry (5 weeks)	Stories of families and friends (4 weeks)	Exploring characters (8 weeks)	Exploring procedural text (4 weeks)	Exploring informative texts (4 weeks)	Exploring plot and characterisation in stories (8 weeks)
Unit description	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.	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	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.	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.	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.	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.

ASSESSMENT		SEMESTER 1				SEMESTER 2			
		Term 1		Term 2		Term 3		Term 4	
		Summative Assessment Task 1 (Unit 1)	Summative Assessment Task 2 (Unit 2)	Summative Assessment Task 1 (Unit 3)	Summative Assessment Task 2 (Unit 3)	Summative Assessment Task 1 (Unit 4)	Summative Assessment Task 2 (Unit 5)	Summative Assessment Task 1 (Unit 6)	Summative Assessment Task 2 (Unit 6)
Range and balance of summative assessment conventions	**Technique**	Composing text	Composing text	Responding to text	Composing text	Composing text	Composing text	Responding to text	Composing text
	Type of text	Imaginative text (Poetry)	Imaginative text	Imaginative text	Informative text	Imaginative text	Informative text	Imaginative text	Imaginative text
	Mode	Written & Oral	Written	Oral Interview – Reading Record	Written	Written & Oral	Written	Oral Interview – Reading Record	Poster/ multimodal presentation – written
	Conditions	**Innovation of a poem** Open conditions: • Undertaken individually • Drafting in lesson time with access to teacher feedback and conferencing • Presented in class to an audience of peers	**Imaginative narrative** Open conditions: • Undertaken individually • Prior notice of the assessment • Access to familiar stories with animal characters and a dictionary allowed • Drafting in lesson time with access to teacher feedback and conferencing • Length: 100 – 200 words	**Reading comprehension: A Letter from Mr Wolf** Supervised conditions: • Undertaken individually • Unseen assessment • Completed in one uninterrupted supervised session	**Expressing a preference for a character** Open conditions: • Undertaken individually • Prior notice of the assessment • Access to chosen stories • Drafting in lesson time with access to teacher feedback and conferencing	**Multimodal procedure** Open conditions: • Undertaken individually • Access to resources allowed (word wall, dictionary, text). • Drafting in lesson time with access to teacher feedback and conferencing	**Writing an informative text** Open conditions: • Completed in class time • Undertaken individually • Access to resources allowed (word wall, dictionary, text). • Drafting in lesson time with access to teacher feedback and conferencing	**Reading comprehension: A Big Brother's Job** Open conditions: • Undertaken individually • Stimulus material provided with assessment • Completed under test conditions	**Create a digital multimodal text** Open conditions: • Undertaken individually • Stimulus material provided with assessment • Drafting in lesson time with access to teacher feedback and conferencing • Submitted as a multimodal text
Aspects of the achievement standard									
Receptive modes (listening, reading and viewing)	Understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information.								
	Read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information.								
	Monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context.								
	Use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency.								
	Identify literal and implied meaning, main ideas and supporting detail.								
	Make connections between texts by comparing content.								
	Listen for particular purposes and manipulates sound combinations and rhythmic sound patterns.								
Productive modes (speaking, writing and creating)	When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary.								
	Explain their preferences for aspects of texts using other texts as comparisons.								
	Create texts that show how images support the meaning of the text.								
	Create texts, drawing on their own experiences, their imagination and information they have learnt.								
	Use a variety of strategies to engage in group and class discussions and make presentations.								
	Accurately spell words with regular spelling patterns and spell words with less common long vowel patterns.								
	Use punctuation accurately								
	Write words and sentences legibly using unjoined upper- and lower-case letters.								

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Mathematics — Year 2: Year Level Plan

ACHIEVEMENT STANDARD

By the end of Year 2, students recognise increasing and decreasing number sequences involving 2s, 3s and 5s. They represent multiplication and division by grouping into sets. They associate collections of Australian coins with their value. Students identify the missing element in a number sequence. Students recognise the features of three-dimensional objects. They interpret simple maps of familiar locations. They explain the effects of one-step transformations. Students make sense of collected information.

Students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They tell time to the quarter-hour and use a calendar to identify the date and the months included in seasons. They draw two-dimensional shapes. They describe outcomes for everyday events. Students collect, organise and represent data to make simple inferences.

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
Unit name	Unit 1 (8 weeks)	Unit 2 (8 weeks)	Unit 3 (8 weeks)	Unit 4 (8 weeks)
Unit description	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.	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.	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	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

ASSESSMENT		SEMESTER 1					SEMESTER 2						
		Term 1		Term 2			Term 3				Term 4		
		Summative Assessment Task 1 (Unit 1)	Summative Assessment Task 2 (Unit 1)	**Summative Assessment Task 1 (Unit 2)**	**Summative Assessment Task 2 (Unit 2)**	**Summative Assessment Task 3 (Unit 2)**	**Summative Assessment Task 1 (Unit 3)**	**Summative Assessment Task 2 (Unit 3)**	**Summative Assessment Task 3 (Unit 3)**	**Summative Assessment Task 4 (Unit 3)**	**Summative Assessment Task 1 (Unit 4)**	**Summative Assessment Task 2 (Unit 4)**	**Summative Assessment Task 3 (Unit 4)**
Range and balance of summative assessment conventions	**Description**	**Adding and subtracting numbers** Students perform addition and subtraction problems using a range of strategies.	In the toyshop window Students collect, organise and represent data to make simple references.	**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.	**Additive number patterns and time** Students recognise and continue describe additive number patterns. They tell time to the quarter hour.	**Investigating simple maps of familiar locations** Students use simple strategies to reason and solve a location inquiry question.	**Count, multiply and divide** Students count to and from 1000, represent multiplication by grouping into sets and divide collections and shapes into halves, quarters and eighths.	**Compare them! Order them!** Students measure, compare and order several objects using uniform informal units.	**Using a calendar to identify dates, months and seasons** Students use a calendar to identify dates and the months included in seasons.	**Counting Collections** Counting to and from 1000	**Recognising 2D and 3D objects** Students draw two-dimensional shapes, recognise the features of three-dimensional objects.	**Transformations** Students explain the effects of one-step transformations.	**Representing data and chance** Students describe outcomes for everyday events, collect, organise, represent and make sense of collected data and make simple inferences.
	Mode	Short answer questions	Short answer questions	Short answer questions	Interview	Seesaw inquiry	Short answer questions	Practical	Short answer questions	Seesaw application	Short answer questions	Short answer questions	Short answer questions
Aspects of the achievement standard													
recognise increasing and decreasing numbersequences involving 2s, 3s and 5s					■								
represent multiplication and division by grouping into sets							■						
associate collections of Australian coins with their value				■									
identify the missing element in a number sequence					■								
recognise the features of three-dimensional objects											■		
interpret simple maps of familiar locations						■						■	
explain the effects of one-step transformations													
make sense of collected information													■
count to and from 1000							■			■			
perform simple addition and subtraction calculations using a range of strategies		■		■									
divide collections and shapes into halves, quarters and eighths							■						
order shapes and objects using informal units								■					
tell time to the quarter-hour and use a calendar to identify the date and the months included in seasons					■				■				
draw two-dimensional shapes											■		
describe outcomes for everyday events													■
collect, organise and represent data to make simple inferences			■										■

■ Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Science - Year 2: Year Level Plan

ACHIEVEMENT STANDARD

By the end of Year 2, students describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives.

Students pose and respond to questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They record and represent observations and communicate ideas in a variety of ways.

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Unit 2	Unit 3	Unit 1	Unit 4
Unit name	Toy factory	Good to grow	Mix, make and use	Save planet Earth
Unit description	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.	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.	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.	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.

ASSESSMENT		SEMESTER 1		SEMESTER 2	
		Summative assessment task 1	Summative assessment task 2	Summative assessment task 3	Summative assessment task 4
Range and balance of summative assessment conventions	**Description**	**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.	**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.	**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.	**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.
	Mode	Experimental investigation	Supervised assessment	Experimental investigation	Report
	Conditions	Open Conditions • Undertaken in class time • To be completed in two sessions	Open Conditions • Undertaken individually • Undertaken in class time • A digital voice recorder can be used for capturing students' explanations. • Provide pictures of life stages for students to use, if necessary.	Open Conditions • The assessment is undertaken in class time and completed over two lessons.	Open Conditions • Two parts to assessment – measure and prepare a talk • Present examples of a 'fair test': • Provide measuring materials • Prepare stimulus materials • Negotiate mode of delivery with students – talk, slideshow, poster etc. • Students present learning to a group • Provided reading and/or scribing support where necessary
Aspects of the achievement standard					
students describe changes to objects, materials and living things					
identify that certain materials and resources have different uses					
describe examples of where science is used in people's daily lives					
pose and respond to questions about their experiences and predict outcomes of investigations					
use informal measurements to make and compare observations					
record and represent observations and communicate ideas in a variety of ways					

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Humanities and Social Sciences – Year 2: Year Level Plan

ACHIEVEMENT STANDARD

By the end of Year 2, students describe a person, site and/or event of significance in the local community and explain why places are important to people. They identify how and why the lives of people have changed over time while others have remained the same. They recognise that the world is divided into geographic divisions and that places can be described at different scales. Students describe how people in different places are connected to each other and identify factors that influence these connections. They recognise that places have different meaning for different people and why the significant features of places should be preserved.

Students pose questions about the past and familiar and unfamiliar objects and places. They locate information from observations and from sources provided. They compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions. They sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps. They reflect on their learning to suggest ways to care for places and sites of significance. Students develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time.

CURRICULUM	SEMESTER 1 Summative assessment task 1	SEMESTER 2 Summative assessment task 2
Unit name	Present connections to places	My special places
Unit description	In this unit students will explore the following inquiry question: • How are people connected to their place and other places? earning opportunities support students to: • draw on representations of the world as geographical divisions and the location of Australia • recognise that each place has a location on the surface of Earth, which can be expressed using direction and location of one place from another • identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or region-of-the-world scale • understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world, and that these connections are influenced by purpose, distance and accessibility • represent connections between places by constructing maps and using symbols • examine geographical information and data to identify ways people, including Aboriginal peoples and Torres Strait Islander peoples, are connected to places and factors that influence those connections • respond with ideas about why significant places should be preserved and how people can act to preserve them	Inquiry questions: • 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

ASSESSMENT		SEMESTER 1 Summative Assessment Task 1	SEMESTER 2 Summative Assessment Task 2
Range and balance of summative assessment conventions	**Mode**	Supervised Assessment	Research
	Conditions	**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. **Part A: Labelling a map** Students will: • recognise the world is divided into geographic divisions • sort and record data on labelled maps **Part B: Describing places** Students will: • describe how people in different places are connected to each other • identify factors that influence these connections • recognise that places can be described at different scales • interpret information and data to draw simple conclusions • sort and record data in tables • pose questions about familiar and unfamiliar places **Part C: Planning a town** Students will: • describe a site of significance in the local community • explain why places are important to people • locate information from sources provided • recognise that places have different meaning for people • understand why the significant features of places should be preserved • sort and record data in tables and plans • interpret information and data to identify a point of view and draw simple conclusions • suggest ways to care for places and sites of significance • communicate findings in a range of texts using language to describe direction and location	**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? **Part A: My classroom is a familiar place** Students will: • identify the features of a familiar place (their classroom) • represent the features of a familiar place and the location of features in a model and pictorial map • describe the features of a familiar place **Part B: My classroom is a special place** Students will: • recognise why a familiar place (their classroom) is special to them and to other people • identify other special places to which they belong • reflect on learning to suggest ways to care for a familiar place, and why it is important to care for special places.
Aspects of the achievement standard			
describe a person, site and/or event of significance in the local community and explain why places are important to people			
identify how and why the lives of people have changed over time while others have remained the same			
recognise that the world is divided into geographic divisions and that places can be described at different scales			
describe how people in different places are connected to each other and identify factors that influence these connections			
recognise that places have different meaning for different people and why the significant features of places should be preserved			
pose questions about familiar and unfamiliar objects and places			
pose questions about the past			
locate information from observations and from sources provided			
compare objects from the past and present			
interpret information and data to identify a point of view and draw simple conclusions			
interpret information and draw simple conclusions			
sequence familiar objects and events in order			
sort and record data in tables, plans and on labelled maps			
reflect on their learning to suggest ways to care for places and sites of significance			
develop narratives about the past using language to describe the passing of time			
communicate findings in a range of texts using language to describe direction and location			

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Health – Year 1 to 2: Year Level Band Plan

ACHIEVEMENT STANDARD

By the end of Year 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.

Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.

Indicates Physical Education

CURRICULUM	YEAR 1		YEAR 2	
	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
	Unit 3	Unit 2	Unit 1	Unit 3
Unit name	We all belong	Good choices, healthy me	My classroom is healthy, safe and fun	Stay Safe
Unit description	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.	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.	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.	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.

ASSESSMENT		YEAR 1		YEAR 2	
		SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
		Summative assessment task 1	Summative assessment task 1	Summative assessment task 1	Summative assessment task 1
Range and balance of summative assessment conventions	**Description**	**We All Belong** Students recognise how strengths and achievements contribute to identity and identify how emotional responses impact on others' feelings.	**Good choices, healthy me** Students examine messages related to health decisions and describe how to keep themselves and others healthy and physically active.	**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.	**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.
	Mode	Collection of Work	Short answer questions	Assignment/Project	Collection of Work
	Conditions	Open Conditions • undertaken individually • read the text passage about Alice and Ivy to the students • listen to/read individual students' responses to each question	Open Conditions • undertaken individually • completed in four sessions • record/observe individual student's responses in each activity • read the story and the assessment questions to the students	Open Conditions • undertaken individually • read through the instructions with students • engage in a class discussion to set a context	
Aspects of the achievement standard					
describe changes that occur as they grow older					
recognise how strengths and achievements contribute to identities					
identify how emotional responses impact on others' feelings					
examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active					
identify areas where they can be active and how the body reacts to different physical activities					
demonstrate positive ways to interact with others					
select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems					
demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges					
perform movement sequences that incorporate the elements of movement					

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Indicates Physical Education

Australian Curriculum: Design and Technologies Years Prep-2 Band Plan

CURRICULUM	Achievement Standard		
	By the end of Year 2, students describe the purpose of familiar products, services and environments and how they meet the needs of users and affect others and environments. They identify the features and uses of technologies for each of the prescribed technologies contexts. With guidance, students create designed solutions for each of the prescribed technologies contexts. They describe given needs or opportunities. Students create and evaluate their ideas and designed solutions based on personal preferences. They communicate design ideas for their designed products, services and environments using modelling and simple drawings. Following sequenced steps, students demonstrate safe use of tools and equipment when producing designed solutions.		
	Prep	**Year One**	**Year Two**
	Semester Two	**Semester One**	**Semester One**
	Unit 3	**Unit 2**	**Unit 1**
Unit name	It's Showtime!	Grow Grow Grow	Spin It!
Unit description	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. Students will apply these processes and production skills: • investigating materials, technologies for shaping and joining, and how designs meet people's needs • generating and refining design ideas • producing a puppet that meets the design brief • evaluating their design and production processes • collaborating and managing by working with others; following sequenced steps and sequencing the steps for the project.	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. Suggestions for alternative projects are also described. Students will apply the following processes and production skills: • investigating environments and analysing how they meet a purpose • generating and refining design ideas, communicated by simple drawings • producing a simple drawing of a designed solution that responds to a client's need • evaluating their design and production processes • collaborating and managing by working with others and by sequencing production steps.	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. Students will apply processes and production skills, in: • investigating materials, technologies for shaping and joining, and how designs meet people's needs • generating and developing design ideas • producing a spinning toy that meets the design brief • evaluating their design and production processes • collaborating and managing by working with others; following sequenced steps and sequencing the steps for the project.

ASSESSMENT		Prep Summative Assessment Task One	Year 1 Summative Assessment Task One	Year 2 Summative Assessment Task One
Range and balance of summative assessment conventions	**Description**	**Design a puppet** Students will design a character puppet with moving parts to use in a puppet show.	**Design solutions to help a farmer** **Make a food from garden produce** To describe needs, technologies and designed solutions for a farm and sequence steps to prepare a healthy food. Part A: Investigating food and fibre Part B: Designing solutions Part C: Producing and preparing food for healthy eating	**Create a spinning toy** Design and make a spinning toy for a small child that is fun and easy to use.
	Mode	Portfolio	Portfolio	Portfolio
	Conditions	• The assessment may be presented as a printed document or a slideshow. The slideshow may be used to guide students through completion of the written assessment. • Assist students with reading and writing of tasks where necessary. The format of student responses is at teachers' discretion — drawn, written or scribed by the teacher or aide. • Note that students will make two puppets during this unit. First, they make a simple paper-plate puppet to demonstrate their ability to follow sequenced steps. They will then create a puppet of their own design. • Prepare for the assessment by collecting the materials, tools and equipment needed to complete Part B: Create a puppet.	• The assessment may be presented as a printed document or a slideshow. Both formats are provided. The slideshow may also be used to guide students through completion of the assessment. • Assist students with reading and writing of tasks where necessary. The format of student responses is at the teacher's discretion — drawn, written or scribed by the teacher or aide. • Prepare for the assessment by collecting the ingredients, tools and equipment needed to complete Part C: Producing and preparing food for healthy eating.	• Students may work in groups provided their project folios are completed independently. • The focus of the project is on students applying all the Design and Technologies processes and production skills for Prep to Year 2 to each develop a unique design solution. • The choice of materials, tools and techniques will depend on teacher decisions and what is available in the school.

Aspects of the achievement standard			
describe the purpose of familiar products, services and environments and how they meet the needs of users and affect others and environments			
identify the features and uses of technologies for each of the prescribed technologies contexts			
create designed solutions for each of the prescribed technologies contexts			
describe given needs or opportunities			
create and evaluate their ideas and designed solutions based on personal preferences			
communicate design ideas for their designed products, services and environments using modelling and simple drawings			
follow sequenced steps			
demonstrate safe use of tools and equipment when producing designed solutions			

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Digital Technologies Years Prep-2 Band Plan

CURRICULUM	Achievement Standard		
	By the end of Year 2, students identify how common digital systems (hardware and software) are used to meet specific purposes. They use digital systems to represent simple patterns in data in different ways. Students design solutions to simple problems using a sequence of steps and decisions. They collect familiar data and display them to convey meaning. They create and organise ideas and information using information systems, and share information in safe online environments.		
	Prep	**Year One**	**Year Two**
	Semester One	**Semester Two**	**Semester Two**
	Unit 1	**Unit 1**	**Unit 1**
Unit name	Computers – Handy helpers	Computers – Handy helpers	Computers – Handy helpers
Unit description	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.	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.	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.

ASSESSMENT		Prep	Year 1	Year 2
		Summative Assessment Task One	**Summative Assessment Task One**	**Summative Assessment Task One**
Range and balance of summative assessment conventions	**Description**	**Part A: Everyday digital systems** Students identify common digital systems and their purpose.	**Part B: Data discoveries** Students collect, sort and organise data to make meaning. The have opportunities to represent data in different ways.	**Part B: Sharing data using information systems** Students create a multimedia class profile in an online space. **Part C: Program this** Students explore and work with algorithms to write a sequence of instructions to navigate virtual robots.
	Mode	Portfolio	Portfolio	Portfolio
	Conditions	• Part A is to be completed by students on the assessment task Collection of work. Alternatively, teachers may choose to interview students using the stimulus picture and record verbal responses on the assessment task. • Discuss the image in Part A and revise digital systems at home and school and their purposes. • Refer to real-world examples of digital systems collected and displayed in the classroom. • Question 4 requires students to be shown an example of software and explain its purpose. Choose software that is familiar to students and has a clear function, such as: • drawing software • sound recording software.	• Part B can be progressively completed by students throughout the unit. Use the questions provided in the assessment task Collection of work to guide students in completing this part. • Verbal directions for each task may be provided to students. Alternatively, the questions can be printed and distributed to students. • Observational records of students collecting data and using digital technologies to collect, sort, organise and display data, may be compiled using assessment task Collection of work: Observation record (Part B: Data discoveries).	• Part C is to be completed by students on the assessment task Collection of work. Assistance may be provided to students where necessary, including reading questions and scribing responses.

Aspects of the achievement standard	Prep	Year 1	Year 2
identify how common digital systems (hardware and software) are used to meet specific purposes			
use digital systems to represent simple patterns in data in different ways			
design solutions to simple problems using a sequence of steps and decisions			
collect familiar data and display them to convey meaning			
create and organise ideas and information using information systems			
share information in safe online environments			

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Drama — Years P to 2 Band Plan

2019 CURRICULUM	Achievement Standard		
	By the end of Year 2, students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama. Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.		
	PREP	**YEAR 1**	**YEAR 2**
	SEMESTER 1 **Unit 4**	**SEMESTER 1** **Unit 5**	**SEMESTER 1** **Unit 2**
Unit name	**Drama stories from the past**	**Stories come to life**	**Poetry alive**
Unit description	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	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	In this unit, students make and respond to drama by exploring ways that ideas in poetry can be a stimulus for dramatic action.

ASSESSMENT		PREP	YEAR 1	YEAR 2
		SEMESTER 1	**SEMESTER 1**	**SEMESTER 1**
		Summative assessment task 1	**Summative assessment task 1**	**Summative assessment task 1**
Range and balance of summative assessment conventions	**Description**	Students respond to, devise and perform drama based on the theme of memories.	Students devise, perform and respond to drama using a picture book as stimulus.	Students devise, perform and respond to drama focusing on situations and ideas expressed in a poem.
	Mode	Collection of Work	Collection of Work	Collection of Work – Shadow Puppets
	Conditions	• Stimulus material provided by the teacher • Undertaken in groups	• There are no recommended times or length in Years P–2 • Undertaken in groups • Stimulus material provided by the teacher	• There are no recommended times or length in Years P–2 Band. • Undertaken in groups • Stimulus material provided by the teacher
Aspects of the achievement standard				
Describe what happens in drama they make, perform and view.				
Identify some elements in drama and describe where and why there is drama.				
Makes drama using the elements of role, situation and focus in dramatic play and improvisation.				
Presents drama using the elements of role, situation and focus in dramatic play and improvisation.				

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Visual Arts — Years P to 2 Band Plan

2019 CURRICULUM	Achievement Standard		
	By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented. Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.		
	PREP	YEAR 1	YEAR 2
	SEMESTER 2 Unit 1	SEMESTER 2 Unit 4	SEMESTER 2 Unit 2
Unit name	**New Stories**	**Stormy Clouds**	**Up, Down and All Around**
Unit description	In this unit, students create new stories in artworks by collaging characters, objects and landscapes from different artworks.	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.	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.

ASSESSMENT		PREP	YEAR 1	YEAR 2
		SEMESTER 2	SEMESTER 2	SEMESTER 2
		Summative assessment task 1	Summative assessment task 1	Summative assessment task 1
Range and balance of summative assessment conventions	**Description**	Students explore ideas about representing stories and experiences through collage and mixed media.	Students make and respond to artworks that show weather and feelings.	Students explore sense of place through imaginative experimentation with a range of materials and processes.
	Mode	Collection of Work	Collection of Work	Collection of Work
	Conditions	• Undertaken individually • Stimulus material provided prior to assessment	• Undertaken individually • There are no recommended times or lengths in Years P–2 Band. • Pictures may be projected onto a screen. Note: Aboriginal peoples and Torres Strait Islander peoples are warned that this resource may contain images, voices and names of persons who may now be deceased.	• Undertaken individually and in groups • Held under supervised conditions • To be completed in a number of supervised sessions • Stimulus material provided prior to assessment • Responding tasks can be written or scribed • There are no recommended times or lengths in Years P–2 Band.
Aspects of the achievement standard				
Describe artworks they make and view.				
Describe where and why artworks are made and presented.				
Make artworks in different forms to express their ideas, observations and imagination using different techniques and processes.				

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Year 3

Year Level and Band Plans

The year and/or band plans captures:

- ❖ an overview of the curriculum for each learning area and/or subject in each year and/or band;
- ❖ an overview of the range and balance of summative assessment correlates to the students' assessment folio in each learning area and/or subject;
- ❖ common assessment to support the whole school approach to moderation

Australian Curriculum: English — Year 3: Year Level Plan

ACHIEVEMENT STANDARD

Receptive modes (listening, reading and viewing)

By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.

They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. They use phonics and word knowledge to fluently read more complex words. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately using interaction skills.

Productive modes (speaking, writing and creating)

Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters.

Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. They re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.

CURRICULUM	SEMESTER 1			SEMESTER 2		
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Unit name	Analysing and creating persuasive texts (4 weeks)	Investigating characters (4 weeks)	Exploring character and setting in texts (8 weeks)	Examining stories from different perspectives (4 weeks)	Examining imaginative texts (4 weeks)	Reading, writing and performing poetry (8 weeks)
Unit description	Students read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience. They use this language to create their own persuasive texts.	Students 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. Students read an extract from the novel and answer questions using comprehension strategies to build literal and inferred meaning of the text. They write a short imaginative narrative based on a familiar theme.	Students listen to, read, view and analyse informative and literary texts. They create and present a spoken procedure in the role of a character. They make inferences about characters and settings and draw connections between the text and their own experiences. Students write a persuasive letter that links to the literary text.	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.	Students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual features used to suit context, purpose and audience. They create a multimodal imaginative text.	Students listen to, read, view and adapt Australian poems. They analyse texts by exploring the context, purpose and audience and how language features and language devices can be adapted to create new meaning. Students write and present to a familiar audience, an adaptation of a poem, using appropriate speaking skills. Students read a rhyming text and explore ways in which the language features and devices can be highlighted in performance through the use of pace, pitch, tone, volume and gesture.

ASSESSMENT		SEMESTER 1					SEMESTER 2				
		Term 1			Term 2		Term 3			Term 4	
		Summative Assessment Task 1 (Unit 1)	Summative Assessment Task 2 (Unit 2)	Summative Assessment Task 3 (unit 2)	Summative Assessment Task 1 (Unit 3)	Summative Assessment Task 2 (Unit 3)	Summative Assessment Task 1 (Unit 4)	Summative Assessment Task 2 (Unit 5)	Summative Assessment Task 3 (unit 5)	Summative Assessment Task 1 (Unit 6)	Summative Assessment Task 2 (unit 6)
Range and balance of summative assessment conventions	**Technique**	Composing Text	Responding to text	Composing text	Composing text	Composing text	Composing text	Responding to text	Composing text	Composing text	Responding to text
	Type of text	Persuasive text	Imaginative text	Imaginative text	Persuasive text	Imaginative text	Imaginative text	Imaginative text	Imaginative text	Imaginative text	A range of texts during guided reading
	Mode	Written	Reading Comprehension	Written	Written	Written & Oral	Written & Oral	Reading Comprehension	Written	Written & Oral	Reading
	Conditions	**Persuasive texts** Open conditions: • Undertaken individually • Prior notice of the task • Stimulus material provided with task • Supervised class conditions • Drafting in lesson time with access to teacher feedback and conferencing	**Reading comprehension: Matty Forever** Supervised conditions: • undertaken individually • stimulus materials provided with assessment • completed under test conditions • completed in one uninterrupted supervised lesson • Length: one lesson	**Imaginative narrative** Supervised conditions: • undertaken individually • stimulus materials provided with assessment • completed under test/exam conditions • completed in two uninterrupted supervised sessions • Length: 300 words	**Persuasive letter** Supervised conditions: • Undertaken individually • Completed under exam conditions • Completed in two supervised sessions • Length: 150–200 words	**Procedural presentation** Open conditions: • Undertaken individually • Prior notice of the assessment • Access to resources (e.g. dictionary) allowed • Drafting in lesson time with access to teacher feedback and conferencing • Presented in class to audience of peers	**Retelling a narrative from a different perspective** Open conditions: • Undertaken individually • Access to resources (dictionary, thesaurus) • Drafting with access to teacher feedback • Presented in class to audience of peers • Length: approximately 200–300 words (1–2 minutes)	**Reading Comprehension: Kumiko and the Dragon** Supervised conditions: • Undertaken individually • Completed under test/exam conditions • Completed over three supervised sessions	**Create a multimodal text** Open conditions: • Undertaken individually • Prior notice of the assessment • Access to resources (e.g. dictionary, thesaurus) allowed • Drafting in lesson time with access to teacher feedback and conferencing • Length: 200 words and three images	**Writing and presenting poetry** Open conditions: • Undertaken individually • Prior notice of the assessment • Stimulus material provided and analysed in previous lessons • Drafting in lesson time with access to teacher feedback and conferencing • Presented in class	**Guided Reading Checklist** Supervised conditions: • Undertaken individually • Completed during guided reading activities • Initiated by class teacher
Aspects of the achievement standard											
Receptive modes (listening, reading and viewing)	Understand how content can be organised using different text structures depending on the purpose of the text.										
	Understand how language features, images and vocabulary choices are used for different effects.										
	Read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information.										
	Use phonics and word knowledge to fluently read more complex words.										
	Identify literal and implied meaning connecting ideas in different parts of a text.										
	Select information, ideas and events in texts that relate to their own lives and to other texts.										
	Listen to others' views and respond appropriately using interaction skills.										
Productive modes (speaking, writing and creating)	Understand how language features are used to link and sequence ideas.										
	Understand how language can be used to express feelings and opinions on topics.										
	Texts include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters.										
	Create a range of texts for familiar and unfamiliar audiences.										
	Contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.										
	Demonstrate understanding of grammar and chooses vocabulary and punctuation appropriate to the purpose and context of their writing.										
	Use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately.										
	Re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning.										
	Write using joined letters that are accurately formed and consistent in size.										

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Mathematics — Year 3: Year Level Plan

ACHIEVEMENT STANDARD

By the end of Year 3, students recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication. They model and represent unit fractions. They represent money values in various ways. Students identify symmetry in the environment. They match positions on maps with given information. Students recognise angles in real situations. They interpret and compare data displays.

Students count to and from 10 000. They classify numbers as either odd or even. They recall addition and multiplication facts for single-digit numbers. Students correctly count out change from financial transactions. They continue number patterns involving addition and subtraction. Students use metric units for length, mass and capacity. They tell time to the nearest minute. Students make models of three-dimensional objects. Students conduct chance experiments and list possible outcomes. They conduct simple data investigations for categorical variables.

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
Unit name	Unit 1 (8 weeks)	Unit 2 (8 weeks)	Unit 3 (8 weeks)	Unit 4 (8 weeks)
Unit description	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.	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.	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.	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 • **Data representation and interpretation —** • **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.

ASSESSMENT		SEMESTER 1				SEMESTER 2						
		Term 1			Term 2	Term 3				Term 4		
		Summative Assessment Task 1 (Unit 1)	Summative Assessment Task 2 (Unit 1)	Summative Assessment Task 3 (Unit 1)	Summative Assessment Task 1 (Unit 2)	Summative Assessment Task 1 (Unit 3)	Summative Assessment Task 2 (Unit 3)	Summative Assessment Task 3 (Unit 3)	Summative Assessment Task 4 (Unit 4)	Summative Assessment Task 1 (Unit 4)	Summative Assessment Task 2 (Unit 4)	Summative Assessment Task 3 (Unit 4)
Range and balance of summative assessment conventions	**Description**	**Adding and Subtracting Numbers** Students perform addition and subtraction problems using a range of strategies.	**Conduct a chance experiment** Students collect and interpret data from simple chance experiments.	**Conduct a data investigation** Students conduct a simple data investigation, compare and interpret data displays.	**Adding, subtracting and partitioning numbers** Students recall addition and subtraction facts and apply place value understanding to partition, rearrange and regroup numbers.	**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.	**Money (e assessment)** Students will represent money values in various ways and correctly count out change from financial transactions.	**Measuring length, mass and capacity using metric units** Students use metric units for length, mass and capacity.	**Telling Time** Students tell time to the nearest minute and solve problems involving time.	**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.	**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.	**Counting Collections** Counting to and from 10 000
	Mode	Short answer questions	Experiment	Short answer questions	Short answer questions	Short answer questions	Computer Quiz	Short answer questions	Short answer questions	Short answer questions	Short answer questions	Seesaw application
Aspects of the achievement standard												
	recognise the connection between addition and subtraction	■			■	■						
	solve problems using efficient strategies for multiplication									■		
	model and represent unit fractions									■		
	represent money values in various ways						■					
	identify symmetry in the environment										■	
	match positions on maps with given information										■	
	recognise angles in real situations										■	
	interpret and compare data displays.			■								
	count to and from 10 000				■							■
	classify numbers as either odd or even					■						
	recall addition and multiplication facts for single-digit numbers				■	■				■		
	correctly count out change from financial transactions						■					
	continue number patterns involving addition and subtraction					■						
	use metric units for length, mass and capacity							■				
	tell time to the nearest minute								■			
	make models of three-dimensional objects										■	
	conduct chance experiments and list possible outcomes		■									
	conduct simple data investigations for categorical variables			■								

■ Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Science - Year 3: Year Level Plan

ACHIEVEMENT STANDARD

By the end of Year 3, students use their understanding of the movement of Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They group living things based on observable features and distinguish them from non-living things. They describe how they can use science investigations to respond to questions.

Students use their experiences to identify questions and make predictions about scientific investigations. They follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data. They describe how safety and fairness were considered and they use diagrams and other representations to communicate their ideas.

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Unit 4	Unit 3	Unit 1	Unit 2
Unit name	What's the matter?	Hot stuff	Is it living?	Spinning Earth
Unit description	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.	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.	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.	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.

ASSESSMENT		SEMESTER 1		SEMESTER 2	
		Summative assessment task 1	Summative assessment task 2	Summative assessment task 3	Summative assessment task 4
Range and balance of summative assessment conventions	**Description**	**Investigating solids and liquids** Students conduct an investigation about liquids and solids changing state when 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.	**Understanding heat** Students conduct an investigation into the behaviour of heat to explain everyday 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.	**Investigating living things** Students group living things based on observable features and distinguish them from non-living things.	**Investigating the sun, Earth and us** 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.
	Mode	Supervised assessment	Experimental investigation	Supervised assessment	Poster/multi-modal presentation
	Conditions	Open Conditions • Assessment questions are answered independently • Undertaken in class time • Held under test conditions • To be completed in three sessions	Open Conditions • Undertaken in class time • Three lessons are allocated for completion	Open Conditions • Undertaken in class time • Undertaken individually	Open Conditions • Undertaken individually • Undertaken in class time • Can be completed over four sessions

Aspects of the achievement standard				
use their understanding of the movement of Earth, materials and the behaviour of heat to suggest explanations for everyday observations				
group living things based on observable features and distinguish them from non-living things				
describe how they can use science investigations to respond to questions				
use their experiences to identify questions and make predictions about scientific investigations				
follow procedures to collect and record observations				
suggest possible reasons for their findings, based on patterns in their data				
describe how safety and fairness were considered				
use diagrams and other representations to communicate their ideas				

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Humanities and Social Sciences – Year 3: Year Level Plan

ACHIEVEMENT STANDARD

By the end of Year 3, students identify individuals, events and aspects of the past that have significance in the present. They identify and describe aspects of their community that have changed and remained the same over time. They describe the diverse characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places. Students explain the role of rules in their community and the importance of making decisions democratically. They identify the importance of different celebrations and commemorations for different groups. They explain how and why people participate in and contribute to their communities.

Students pose questions and locate and collect information from sources, including observations, to answer these questions. They examine information to identify a point of view and interpret data to identify and describe simple distributions. They draw simple conclusions and share their views on an issue. They sequence information about events and the lives of individuals in chronological order. They record and represent data in different formats, including labelled maps using basic cartographic conventions. They reflect on their learning to suggest individual action in response to an issue or challenge. Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.

CURRICULUM	SEMESTER 1 Summative assessment task 1	SEMESTER 2 Summative assessment task 2
Unit name	Our Unique Communities	Exploring places near and far
Unit description	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	In this unit students will explore the following inquiry question: • 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 • describe the importance of making decisions democratically and propose individual action in response to a democratic issue • explain the role of rules in their community and share their views on an issue related to rule-making • communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.

ASSESSMENT		SEMESTER 1 Summative assessment task 1	SEMESTER 2 Summative assessment task 2
Range and balance of summative assessment conventions	**Mode**	Research	Collection of Work
	Conditions	**Our Unique Communities** Students conduct an inquiry to answer the following inquiry question: How and why are Anzac Day commemorations significant for different groups? **Part A: Posing questions** Students will pose questions about the significance of Anzac Day. **Part B: Locating information** Students will: • locate and collect information from sources to answer questions • identify individuals, events and aspects of the past that have significance in the present • identify the importance of different celebrations and commemorations for different groups. **Part C: Sequencing and point of view** Students will: • sequence information about events and the lives of individuals in chronological order • examine information to identify a point of view • identify and describe aspects of the community that have changed and remained the same over time • explain how and why people participate in and contribute to their communities • communicate conclusions in written forms using simple discipline-specific terms.	**Exploring places near and far (Yr 03)** 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. **Part A: Representing places** Students will: • record and represent data in different formats, including labelled maps using basic cartographic conventions • locate and collect information from observations **Part B: Identifying similarities and differences** Students will: • interpret data to identify and describe simple distributions • communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms • describe the diverse characteristics of different places at the local scale • identify and describe the similarities and differences between the characteristics of places • identify connections between people and the characteristics of places • draw simple conclusions about the characteristics of places **Part C: Making decisions** Students will: • describe the importance of making decisions democratically • explain the role of rules in their community • suggest individual action in response to an issue or challenge • share their views on an issue
Aspects of the achievement standard			
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.			
Describe the diverse characteristics of different places at the local scale and identify.			
Describe similarities and differences between the characteristics of these places.			
Identify connections between people and the characteristics of places.			
Explain the role of rules in their community and the importance of making decisions democratically.			
Identify the importance of different celebrations and commemorations for different groups.			
Explain how and why people participate in and contribute to their communities.			
Pose questions and locate and collect information from sources, including observations, to answer these questions.			
Examine information to identify a point of view.			
Interpret data to identify and describe simple distributions.			
Draw simple conclusions and share their views on an issue.			
Sequence information about events and the lives of individuals in chronological order.			
Record and represent data in different formats, including labelled maps using basic cartographic conventions.			
Reflect on their learning to suggest individual action in response to an issue or challenge.			
Communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.			

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Health – Year 3 to 4: Year Level Band Plan

ACHIEVEMENT STANDARD

By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity.

Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.

Indicates Physical Education

CURRICULUM	YEAR 3		YEAR 4	
	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
	Unit 1	Unit 2	Unit 2	Unit 4
Unit name	Good Friends	Feeling Safe	Culture in Australia: Positive interactions	Netiquette and online protocols
Unit description	In this unit, 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.	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.	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.	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.

ASSESSMENT		YEAR 3		YEAR 4	
		SEMESTER 1 Summative assessment task 1	SEMESTER 2 Summative assessment task 1	SEMESTER 1 Summative assessment task 1	SEMESTER 2 Summative assessment task 1
Range and balance of summative assessment conventions	**Description**	**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.	**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.	**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.	**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.
	Mode	Assignment/project	Short answer questions	Collection of Work	Collection of Work
	Conditions	Open Conditions • undertaken individually	Open Conditions • undertaken individually	Open Conditions • undertaken individually • undertaken in class and home time	Open Conditions • undertaken individually • Offer reading support where required
Aspects of the achievement standard					
recognise strategies for managing change		■			
identify influences that strengthen identities		■		■	
investigate how emotional responses vary		■	■	■	
understand how to interact positively with others in a variety of situations		■	■	■	
interpret health messages and discuss the influences on healthy and safe choices					■
understand the benefits of being healthy and physically active					
describe the connections they have to their community and identify local resourcesto support their health, wellbeing, safety and physical activity					■
apply strategies for working cooperatively and apply rules fairly				■	
use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active			■		
refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges					
create and perform movement sequences using fundamental movement skills and the elements of movement					

■ Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Indicates Physical Education

Australian Curriculum: Design and Technologies - Year 3 & 4 Band Plan

CURRICULUM	Achievement Standard		
	By the end of Year 4, students explain how products, services and environments are designed to best meet needs of communities and their environments. They describe contributions of people in design and technologies occupations. Students describe how the features of technologies can be used to produce designed solutions for each of the prescribed technologies contexts. Students create designed solutions for each of the prescribed technologies contexts. They explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including environmental sustainability considerations. They develop and expand design ideas and communicate these using models and drawings including annotations and symbols. Students plan and sequence major steps in design and production. They identify appropriate technologies and techniques and demonstrate safe work practices when producing designed solutions.		
	Year 3	**Year 3/4**	**Year 4**
	Semester One **Unit 2**	**Semester One** **Unit 3**	**Semester One** **Unit 1**
Unit name	What's for Lunch?	Pinball Paradise	Repurpose It!
Unit description	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. They will explore how people in different times developed food and fibre technologies to meet human needs. Students will apply these processes and production skills: • investigating by: ◦ exploring traditional food and fibre production and food technologies ◦ identifying contemporary and emerging technologies for growing food and fibre and preparing foods • generating, developing, and communicating design ideas for: ◦ a food product • producing by working safely with tools and materials to create a food product • evaluating design ideas and processes for the product • collaborating as well as working individually throughout the design and production • managing by sequencing production steps.	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. They will explore the role of people in engineering technology occupations and how they address factors that meet client needs. Students will apply these processes and production skills to: • investigating materials, technologies for shaping and joining, and how designs meet people's needs • generating and refining design ideas for a pinball machine and a games environment • producing a pinball machine that meets the design brief • evaluating their design and production processes • collaborating and managing by working with others and developing sequenced steps. We are modifying this unit so it fits with Primary Connections unit – Magnetic Moves (Physical Science: Yr4) Students will produce a maze or a racetrack game using magnetics.	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. They will explore the role of people in Design and Technologies occupations as well as factors, including sustainability that impact on designs that meet community needs. Students will apply the following processes and production skills: • Investigating by: ◦ communicating with clients and critiquing needs or opportunities for designs ◦ testing materials including fabrics and exploring techniques for shaping and joining them ◦ identifying examples of recycling, up-cycling and reusing. • Generating design ideas for a useful item and communicating them with annotated design drawings. • Producing a useful item by selecting relevant tools and resources, and using them safely. • Evaluating design ideas, processes and solutions. • Collaborating as well as working individually throughout the process. • Managing by sequencing production steps.

ASSESSMENT		Unit 2	Unit 3	Unit 1
		Summative assessment task 1	**Summative assessment task 1**	**Summative assessment task 1**
Range and balance of summative assessment conventions	**Description**	**What's For Lunch?** Students design and make a lunch item that includes modern and traditional technologies.	**Design a Magnetic Game:** Students make a maze or racetrack game and design a games environment for its use.	**Repurpose It!:** Students apply understanding of the properties of materials and components to repurpose an item of clothing into another useful item.
	Mode	Portfolio	Portfolio	Portfolio
	Conditions	Assessment of the unit is a portfolio which will include: • the project journal (this may be an exercise book in which responses are written and drawn; a digital folio including multimedia responses such as typed notes, photographs, video recordings, drawings and mind maps; or an alternative format) • observational records of production skills • the lunch item produced.	Assessment of the unit is a project portfolio that will include: • the project journal. This may be an exercise book in which responses are written and drawn; a digital folio including multimedia responses such as typed notes, photographs, video recordings, drawings and mind-maps; or an alternative format • observational records of production skills Assessment checkpoints are provided throughout the topic outlines, identifying appropriate times to conduct assessment activities and record evidence of learning.	• Students may work in groups provided their project folios are completed independently. • The choice of materials, tools and techniques will depend on teacher decisions and what is available in the school. • Assist students with reading and writing of tasks where necessary. • Teacher checkpoints have been provided in the assessment. • The project folio documents student work including the pages of the assessment task. It also includes some or all of these elements: ▪ notes and sketches ▪ samples of materials including results of shaping or joining trials ▪ prototypes and finished product.
Aspects of the achievement standard				
explain how products, services and environments are designed to best meet needs of communities and their environments				
describe contributions of people in design and technologies occupations				
describe how the features of technologies can be used to produce designed solutions for each of the prescribed technologies contexts				
create designed solutions for each of the prescribed technologies contexts				
explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including environmental sustainability considerations				
develop and expand design ideas and communicate these using models and drawings including annotations and symbols				
plan and sequence major steps in design and production				
identify appropriate technologies and techniques and demonstrate safe work practices when producing designed solutions				

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Digital Technologies
Year 3-4 *Band level plan*

CURRICULUM	Achievement Standard	
	By the end of Year 4, students describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes. They explain how the same data sets can be represented in different ways. Students define simple problems, design and implement digital solutions using algorithms that involve decision-making and user input. They explain how the solutions meet their purposes. They collect and manipulate different data when creating information and digital solutions. They safely use and manage information systems for identified needs using agreed protocols and describe how information systems are used.	
	Unit 1 - Year 3	**Unit 2 - Year 4**
Unit name	Unit 1: What digital systems do you use?	Unit 2: What's your waste footprint?
Unit description	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. They: • identify and explore a range of digital systems and their use to meet needs at home, in school and in the local community, and use a range of peripheral devices to transmit data • define simple problems and identify needs • develop technical skills in using a visual programming language to create a digital solution • describe, follow and apply a sequence of steps and decisions (algorithms) in non-digital contexts and when using a visual programming language • implement a simple digital solution that involves branching algorithms and user input when creating a simple guessing game • explain how their solutions and existing information systems, such as learning software, meet personal, school and community needs • develop skills in computational and systems thinking when solving simple problems and creating solutions	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). They: • recognise different types of data and represent the same data in different ways • collect, access and present data as information using simple software (such as spreadsheets) • explore and describe how a range of common information systems present data as information to meet personal, school and community needs • develop skills in computational and systems thinking when solving problems and creating solutions • plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols • explain how existing information systems meet personal, school and community needs.
Required Time Allocation	1 hour per week	1 hour per week
Suggested Partner Units	Year 3 – All Science units 1, 2, 3 or 4	Geography HASS Unit 2 Version 8, Mathematics – Year 4 Unit 4
Suggested Semester of Delivery	Semester 1 Term 2 Technology to match with Science Unit	Year 4 Semester 2 Term 4
Required Resources	Internet connection, all students need a computer or tablet, visual programming software such as Scratch	Spreadsheet software eg Excel, Internet connection, all students need a computer or tablet
Alternative Resource Suggestions		
Required Teacher Capability Teachers will naturally need to gain familiarity and some level of competency in the use of the software that will be used by the students. For most of the commonly used applications numerous tutorials are available online. Microsoft IT Academy has online tutorials on a range of software and is available to DET teachers. Consider also the experience you have to lead your teams through a workshop in-service.	Upskill in Scratch program	Upskill in Excel program

ASSESSMENT		Unit 1 - Coding	Unit 2 - Data
		Summative assessment task 1	**Summative assessment task 1**
Range and balance of summative assessment conventions	**Technique**		
	Type of text		
	Mode		
	Conditions	Various checkpoints and assess as you go	
Aspects of the achievement standard			
describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes.			
explain how the same data sets can be represented in different ways.			
define simple problems, design and implement digital solutions using algorithms that involve decision-making and user input.			
explain how the solutions meet their purposes.			
collect and manipulate different data when creating information and digital solutions.			
safely use and manage information systems for identified needs using agreed protocols			
describe how information systems are used			

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Drama — Years 3 to 4 Band Plan

2019 CURRICULUM	Achievement Standard	
	By the end of Year 4, students describe and discuss similarities and differences between drama they make, perform and view. They discuss how they and others organise the elements of drama in their drama. Students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. They collaborate to plan, make and perform drama that communicates ideas.	
	YEAR 3	YEAR 4 & 3/4
	SEMESTER 1 Unit 1	SEMESTER 2 Unit 3
Unit name	**Dramatic Traditions**	**Exploring Issues through Drama**
Unit description	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.	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.

ASSESSMENT		YEAR 3	YEAR 4 & 3/4
		SEMESTER 1	SEMESTER 2
		Summative assessment task 1	Summative assessment task 1
Range and balance of summative assessment conventions	**Description**	Students devise, perform and respond to a drama based on storytelling.	Students devise, respond to and perform drama about an issue.
	Mode	Collection of work	Collection of work

	Conditions	• Undertaken in groups
		• Individual contributions assessed in collaborative tasks
		• Length:
		  ○ Making — Devising: 15–30 seconds per student
		  ○ Responding: 30–200 words
		  ○ Making — Performing: 1–2 minutes
			• Undertaken in small groups
			• Stimulus and a framework provided by the teacher
			• Length:
			  ○ Making — Devising: 15–30 seconds per person
			  ○ Responding: 30–200 words
			  ○ Making — Performing: 1–2 minutes

Aspects of the achievement standard			
Describe and discuss similarities and differences between drama they make, perform and view.			
Discuss how they and others organise the elements of drama in their drama.			
Use relationships, tension, time, place and narrative structure when improvising devised and scripted drama.			
Collaborate to plan, make and perform drama that communicates ideas.			

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Visual Arts — Years 3 to 4 Band Plan

2019 CURRICULUM	Achievement Standard	
	By the end of Year 4, students describe and discuss similarities and differences between artworks they make, present and view. They discuss how they and others use visual conventions in artworks. Students collaborate to plan and make artworks that are inspired by artworks they experience. They use visual conventions, techniques and processes to communicate their ideas.	
	YEAR 3	YEAR 4 & 3/4
	SEMESTER 2	SEMESTER 1
	Unit 2	Unit 1
Unit name	**Tiny worlds**	**Meaning in found objects**
Unit description	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.	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

ASSESSMENT		YEAR 3	YEAR 4 & 3/4
		SEMESTER 2	SEMESTER 1
		Summative assessment task 1	Summative assessment task 1
Range and balance of summative assessment conventions	**Description**	Students explore human connections to real and imagined places as inspiration for constructing mixed-media artworks.	Students explore how found objects can communicate meaning in three-dimensional artworks.
	Mode	Collection of work	Collection of work
	Conditions	• Undertaken individually and in groups. • To be completed in a number of supervised sessions. • Length of written responses 30–200 words. • Individual contributions assessed in collaborative tasks.	• Undertaken individually and in groups • Undertaken in class time • Students able to seek assistance from their teacher regarding comprehension and interpretation of sources • Length — written responses 30–200 words
Aspects of the achievement standard			
Describe and discuss similarities and differences between artworks they make, present and view.			
Discuss how they and others use visual conventions in artworks.			
Collaborate to plan and make artworks that are inspired by artworks they experience.			
Use visual conventions, techniques and processes to communicate their ideas.			

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Year 4

Year Level and Band Plans

The year and/or band plans captures:

- ❖ an overview of the curriculum for each learning area and/or subject in each year and/or band;
- ❖ an overview of the range and balance of summative assessment correlates to the students' assessment folio in each learning area and/or subject;
- ❖ common assessment to support the whole school approach to moderation

Australian Curriculum: English — Year 4: Year Level Plan

ACHIEVEMENT STANDARD

Receptive modes (listening, reading and viewing)

By the end of Year 4, students understand that texts have different text structures depending on purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts

They fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and respond to others' viewpoints. They listen for and share key points in discussions.

Productive modes (speaking, writing and creating)

Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.

Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.

CURRICULUM	SEMESTER 1			SEMESTER 2		
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Unit name	Investigating author's language in a familiar narrative (4 weeks)	Examining humour in poetry (4 weeks)	Examining traditional stories (8 weeks)	Exploring recounts set in the past (4 weeks)	Exploring a quest novel (4 weeks)	Examining persuasion in advertisements and product packaging (8 weeks)
Unit description	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.	Students read and listen to a range of humorous poems by different authors. They identify structural features and poetic language devices in humorous poetry. They use this knowledge to innovate on poems and evaluate the poems by expressing a personal viewpoint using evidence from the poem.	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. Students plan, create and present a traditional story which includes a moral for a younger audience.	Students listen to, read and explore a variety of historical texts including historical and literary recounts written from different people's perspectives. There are two assessment tasks: a reading comprehension and a spoken presentation. In the reading comprehension task, students answer questions about different historical texts. In the spoken presentation, students present an account of events in the role of a person who was present at the arrival of the First Fleet.	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. Students also write a short response explaining how the author represents the main character in an important event in the quest novel.	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. Students use word processing software tools to manipulate text and images to create an effective composition for a breakfast cereal. They write and present a persuasive speech to promote their cereal.

ASSESSMENT		SEMESTER 1				SEMESTER 2			
		Term 1		Term 2		Term 3			Term 4
		Summative Assessment Task 1 (Unit 1)	Summative Assessment Task 2 (Unit 2)	Summative Assessment Task 1 (unit 3)	Summative Assessment Task 2 (unit 3)	Summative Assessment Task 1 (Unit 4)	Summative Assessment Task 2 (Unit 4)	Summative Assessment Task 3 (unit 5)	Summative Assessment Task 1 (Unit 6)
Range and balance of summative assessment conventions	**Technique**	Composing Text	Responding to text	Composing text	Responding to text	Responding to text	Composing text	Composing text	Responding to text
	Type of text	Imaginative text	Informative text	Imaginative text	Imaginative text	Imaginative text	Imaginative text	Informative text	Persuasive text
	Mode	Written	Reading Comprehension	Written & Oral	Reading	Reading Comprehension	Written & Oral	Written	Reading/Viewing Comprehension
	Conditions	**A new chapter** Open conditions: • Length: 200–300 words • Undertaken individually • Prior notice of the assessment • Access to resources (e.g. dictionary, familiar novel) allowed • Drafting in lesson time with access to peer conferencing and teacher feedback	**Interpret and evaluate a humorous poem** Supervised conditions: • Undertaken individually • Unseen assessment • Stimulus materials provided with assessment • Completed under test conditions • Completed over two supervised sessions • Length: two lessons	**Create and present a traditional story** Supervised conditions: • Undertaken individually • Prior notice of the assessment • Access to resources (dictionary, thesaurus, word walls) allowed • Drafting in lesson time with access to teacher feedback and conferencing	**Guided Reading Checklist** Supervised conditions: • Undertaken individually • Completed during guided reading activities • Initiated by class teacher • Students read a traditional Asian story	**Comprehending historical accounts** Supervised conditions: • Undertaken individually • Completed under test/exam conditions	**Spoken presentation** Open conditions: • Undertaken individually • Prior notice of the assessment • Stimulus material provided with assessment • Access to resources (e.g. dictionary, research materials) allowed • Drafting in lesson time with access to teacher feedback and conferencing • Presented in class to audience of peers • Length: Two minutes	**Written response** Open conditions: • Undertaken individually • Prior notice of the assessment • Access to resources allowed • Planning and drafting in lesson time with access to teacher feedback and conferencing • Length: 200–300 words	**Reading & Viewing Comprehension** Supervised conditions: • Undertaken individually • Unseen assessment • Stimulus materials provided with assessment • Completed under test/exam conditions • Blow up the stimulus picture (Harrison's Sunny Honey Crispies) to A3 and wrap around a cereal box. • Provide a few life size boxes for groups of children to access. • Collect 2 or 3 samples of another cereal for the comparison task (This could be pictures of the front, back and sides of a cereal package).
Aspects of the achievement standard									
Receptive modes (listening, reading and viewing)	Understand that texts have different text structures depending on purpose and context.								
	Explain how language features, images and vocabulary are used to engage the interest of audiences.								
	Describe literal and implied meaning connecting ideas in different texts.								
	Fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words.								
	Express preferences for particular types of texts, and respond to others' viewpoints.								
	Listen for and share key points in discussions.								
Productive modes (speaking, writing and creating)	Use language features to create coherence and add detail to their texts.								
	Understand how to express an opinion based on information in a text.								
	Create texts that show understanding of how images and detail can be used to extend key ideas.								
	Create structured texts to explain ideas for different audiences.								
	Make presentations and contribute actively to class and group discussions, varying language according to context.								
	Demonstrate understanding of grammar								
	Select vocabulary from a range of resources								
	Use accurate spelling and punctuation								
	Re-reading and editing their work to improve meaning.								

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Mathematics — Year 4: Year Level Plan

ACHIEVEMENT STANDARD

By the end of Year 4, students choose appropriate strategies for calculations involving multiplication and division. They recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places. Students solve simple purchasing problems. They identify and explain strategies for finding unknown quantities in number sentences. They describe number patterns resulting from multiplication. Students compare areas of regular and irregular shapes using informal units. They solve problems involving time duration. They interpret information contained in maps. Students identify dependent and independent events. They describe different methods for data collection and representation, and evaluate their effectiveness.

Students use the properties of odd and even numbers. They recall multiplication facts to 10 x 10 and related division facts. Students locate familiar fractions on a number line. They continue number sequences involving multiples of single digit numbers. Students use scaled instruments to measure temperatures, lengths, shapes and objects. They convert between units of time. Students create symmetrical shapes and patterns. They classify angles in relation to a right angle. Students list the probabilities of everyday events. They construct data displays from given or collected data.

CURRICULUM

	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
Unit name	Unit 1 (8 weeks)	Unit 2 (8 weeks)	Unit 3 (8 weeks)	Unit 4 (8 weeks)
Unit description	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 and use instruments to accurately measure lengths, use am and pm notation, solve simple time problems. • **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.	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. • **Patterns and algebra -** using properties of numbers to continue patterns. • **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.	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.	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,

ASSESSMENT

		SEMESTER 1						SEMESTER 2					
		Term 1			Term 2			Term 3			Term 4		
		Summative Assessment Task 1 (Unit 1)	Summative Assessment Task 2 (Unit 1)	Summative Assessment Task 3 (Unit 1)	Summative Assessment Task 1 (Unit 2)	Summative Assessment Task 2 (Unit 2)	Summative Assessment Task 3 (Unit 2)	Summative Assessment Task 1 (Unit 3)	Summative Assessment Task 2 (Unit 3)	Summative Assessment Task 3 (Unit 3)	Summative Assessment Task 1 (Unit 4)	Summative Assessment Task 2 (Unit 4)	Summative Assessment Task 3 (Unit 4)
Range and balance of summative assessment conventions	**Description**	**Solving multiplication and division problems** Students recall multiplication and division facts and solve problems.	**Identifying and explaining chance events** Students identify dependent and independent events and explain the chance of everyday events occurring.	**Investigating time** Students solve problems involving the duration of time and convert between units of time.	**Number Patterns** Students continue and describe number patterns resulting from multiplication.	**Using the properties of odd and even numbers** Students use the relationships between the four operations and odd and even numbers.	**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.	**Recognising and locating fractions** Students locate familiar fractions on a number line and recognise common equivalent fractions in familiar contexts.	**Comparing areas of 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.	**Sizzling symmetry** Students identify and create symmetrical patterns	**Connecting decimals and fractions** Students demonstrate and explain the connections between fractions and decimals to hundredths.	**Solving purchasing problems** Students solve simple purchasing problems including the calculation of change.	**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.
	Mode	Short answer questions	Short answer questions	Investigation	Short answer questions	Short answer questions	Short answer questions	Short answer questions	Short answer questions	Investigation	Short answer questions	Investigation	Short answer questions
Aspects of the achievement standard													
choose appropriatestrategies for calculations involving multiplication and division		■											
recognise common equivalent fractions in familiar contexts								■					
make connections between fraction and decimal notations up to two decimal places											■		
solve simple purchasing problems												■	
identify and explain strategies for finding unknown quantities in number sentences		■											
describe number patterns resulting from multiplication					■								
compare areas of regular and irregular shapes using informal units									■				
solve problems involving time duration				■									
interpret information contained in maps						■							
identify dependent and independent events			■										
describe different methods for data collection and representation, and evaluate their effectiveness													■
use the properties of odd and even numbers						■							
recall multiplication facts to 10 x 10 and related division facts		■					■						
locate familiar fractions on a number line								■					
continue number sequences involving multiples of single-digit numbers					■								
use scaled instruments to measure temperatures, lengths, shapes and objects									■				
convert between units of time				■									
create symmetrical shapes and patterns										■			
classify angles in relation to a right angle							■						
list the probabilities of everyday events			■										
construct data displays from given or collected data													■

■ Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Science - Year 4: Year Level Plan

ACHIEVEMENT STANDARD

By the end of Year 4, students apply the observable properties of materials to explain how objects and materials can be used. They describe how contact and non-contact forces affect interactions between objects. They discuss how natural processes and human activity cause changes to Earth's surface. They describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal. They identify when science is used to understand the effect of their actions.

Students follow instructions to identify investigable questions about familiar contexts and make predictions based on prior knowledge. They describe ways to conduct investigations and safely use equipment to make and record observations with accuracy. They use provided tables and column graphs to organise data and identify patterns. Students suggest explanations for observations and compare their findings with their predictions. They suggest reasons why a test was fair or not. They use formal and informal ways to communicate their observations and findings.

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Unit 1	Unit 3	Unit 2	Unit 4
Unit name	Here today, gone tomorrow	Material use	Ready, set, grow!	Fast forces!
Unit description	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.	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.	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.	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.

ASSESSMENT		SEMESTER 1		SEMESTER 2	
		Summative assessment task 1	Summative assessment task 2	Summative assessment task 3	Summative assessment task 4
Range and balance of summative assessment conventions	**Description**	**Summative Assessment Task - 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.	**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.	**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.	**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.
	Mode	Assignment/Project	Experimental investigation	Research	Experimental investigation
	Conditions	Open Conditions • Undertaken both individually and in groups through different parts of the assessment task. • Undertaken in class time. • Individual written responses held under test conditions. • To be completed in a number of supervised sessions at teacher discretion	Open Conditions • Undertaken in class time • Three lessons are allocated for completion • Some components are group work	Open Conditions • Undertaken individually • Undertaken in class time • To be completed in four sessions	Part A (1 session) • Work with a partner to play the games and collect data • Work individually to answer the questions • Write answers in the spaces provided • Complete in class time. Part B and Part C (3 sessions) • Work individually to complete • Write their answers in the spaces provided • Use their own paper to design their game Part B: Game Design • Have the game design approved and signed by the teacher, prior to making and testing • Complete in class time.

Aspects of the achievement standard				
apply the observable properties of materials to explain how objects and materials can be used				
describe how contact and non-contact forces affect interactions between objects				
discuss how natural processes and human activity cause changes to Earth's surface				
describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal				
identify when science is used to understand the effect of their actions				
follow instructions to identify investigable questions about familiar contexts				
make predictions based on prior knowledge				
describe ways to conduct investigations				
safely use equipment to make and record observations with accuracy				
provided tables and column graphs to organise data and identify patterns				
suggest explanations for observations and compare their findings with their predictions				
suggest reasons why a test was fair or not				
use formal and informal ways to communicate their observations and findings				

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Humanities and Social Sciences – Year 4: Year Level Plan

ACHIEVEMENT STANDARD

By the end of Year 4, students recognise the significance of events in bringing about change and the importance of the environment. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past. They describe and compare the diverse characteristics of different places at local to national scales. Students identify the interconnections between components of the environment and between people and the environment. They identify structures that support their local community and recognise the importance of laws in society. They describe factors that shape a person's identity and sense of belonging. They identify different views on how to respond to an issue or challenge.

Students develop questions to investigate. They locate and collect information and data from different sources, including observations to answer these questions. When examining information, they distinguish between facts and opinions and detect points of view. They interpret data and information to identify and describe distributions and simple patterns and draw conclusions. They share their points of view, respecting the views of others. Students sequence information about events and the lives of individuals in chronological order with reference to key dates. They sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions. They reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action. Students present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.

CURRICULUM	SEMESTER 1 Summative Assessment Task 1	SEMESTER 2 Summative Assessment Task 2
Unit name	Australia before, during and after European settlement	Using places sustainably
Unit description	In this unit, students: • 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 terra nullius • analyse the experiences of contact between Australia's First Peoples and others, and the effects these interactions had on people and the environment • 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 • investigate the experiences of European explorers, convicts, settlers and Australia's First Peoples, and the impact colonisation had on the lives of different groups of people • examine the purpose of laws and distinguish between rules and laws • explore the diversity of different groups in their local community • consider how personal identity is shaped by aspects of culture, and by the groups to which they belong	In this unit, students: ○ 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 peoples and Torres Strait Islander peoples in regards to places and environments ○ propose actions for caring for the environment and meeting the needs of people

ASSESSMENT		SEMESTER 1 Summative assessment task 1	SEMESTER 2 Summative assessment task 2
Range and balance of summative assessment conventions	**Mode**	Portfolio	Research
	Conditions	**Australia before, during and after European settlement** Students explain aspects of life in Australia, before, during and after European settlement. **Part A: James Cook's first journey** Students will: • locate information from different sources to answer questions • recognise the significance of events in bringing about change • describe the experiences of an individual in the past • sequence information about the lives of individuals in chronological order with reference to key dates • present ideas, findings and conclusions using discipline-specific terms in a range of communication forms **Part B: How and why life changed for convicts on the First Fleet** Students will: • describe the experiences of an individual or group in the past • explain how and why life changed in the past and identify aspects of the past that have remained the same • sequence information about events and the lives of individuals in chronological order with reference to key dates • distinguish between facts and opinions and detect points of view • present ideas, findings and conclusions using discipline-specific terms in a range of communication forms	**Using places sustainably** Students conduct an inquiry to answer the following question: How can people use environments more sustainably? **Part A: Compare locations** Students will: • sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions • describe and compare the diverse characteristics of Africa and South America • recognise the importance of the environment and identify the interconnections between the environment, animals and people • identify and describe distributions and simple patterns. **Part B: Collect and represent data** Students will: • identify roles of local government • develop questions to investigate waste management issues in their community • locate and collect information and data from different sources, including observations. **Part C: Analyse and interpret data** Students will: • interpret data and information • identify different views on how to respond to a sustainability issue • draw conclusions. **Part D: Propose a solution** Students will: • reflect on learning to propose action in response to a waste management issue • identify the possible effects of a proposed action.
Aspects of the achievement standard			
recognise the significance of events in bringing about change and the importance of the environment			
explain how and why life changed in the past and identify aspects of the past that have remained the same.			
describe the experiences of an individual or group in the past			
describe and compare the diverse characteristics of different places at local to national scales			
identify the interconnections between components of the environment and between people and the environment			
identify structures that support their local community and recognise the importance of laws in society			
describe factors that shape a person's identity and sense of belonging.			
identify different views on how to respond to an issue or challenge			
develop questions to investigate			
locate and collect information and data from different sources, including observations to answer these questions.			
distinguish between facts and opinions and detect points of view			
interpret data and information to identify and describe distributions and simple patterns and draw conclusions.			
share their points of view, respecting the views of others			
sequence information about events and the lives of individuals in chronological order with reference to key dates			
sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions.			
reflect on their learning to propose action in response to an issue or challenge and identify the possible effects of their proposed action			
present ideas, findings and conclusions using discipline-specific terms in a range of communication forms			

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Health – Year 3 to 4: Year Level Band Plan

ACHIEVEMENT STANDARD

By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity.

Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.

Indicates Physical Education

CURRICULUM	YEAR 3		YEAR 4	
	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
	Unit 1	Unit 2	Unit 2	Unit 4
Unit name	Good Friends	Feeling Safe	Culture in Australia: Positive interactions	Netiquette and online protocols
Unit description	In this unit, 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.	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.	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.	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.

ASSESSMENT		YEAR 3		YEAR 4	
		SEMESTER 1 Summative assessment task 1	SEMESTER 2 Summative assessment task 1	SEMESTER 1 Summative assessment task 1	SEMESTER 2 Summative assessment task 1
Range and balance of summative assessment conventions	**Description**	**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.	**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.	**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.	**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.
	Mode	Assignment/project	Short answer questions	Collection of Work	Collection of Work
	Conditions	Open Conditions • undertaken individually	Open Conditions • undertaken individually	Open Conditions • undertaken individually • undertaken in class and home time	Open Conditions • undertaken individually • Offer reading support where required
Aspects of the achievement standard					
recognise strategies for managing change		■			
identify influences that strengthen identities		■		■	
investigate how emotional responses vary		■	■	■	
understand how to interact positively with others in a variety of situations		■	■	■	
interpret health messages and discuss the influences on healthy and safe choices					■
understand the benefits of being healthy and physically active					
describe the connections they have to their community and identify local resourcesto support their health, wellbeing, safety and physical activity					■
apply strategies for working cooperatively and apply rules fairly				■	
use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active			■		
refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges					
create and perform movement sequences using fundamental movement skills and the elements of movement					

■ Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Indicates Physical Education

Australian Curriculum: Design and Technologies - Year 3 & 4 Band Plan

CURRICULUM	Achievement Standard		
	By the end of Year 4, students explain how products, services and environments are designed to best meet needs of communities and their environments. They describe contributions of people in design and technologies occupations. Students describe how the features of technologies can be used to produce designed solutions for each of the prescribed technologies contexts. Students create designed solutions for each of the prescribed technologies contexts. They explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including environmental sustainability considerations. They develop and expand design ideas and communicate these using models and drawings including annotations and symbols. Students plan and sequence major steps in design and production. They identify appropriate technologies and techniques and demonstrate safe work practices when producing designed solutions.		
	Year 3	**Year 3/4**	**Year 4**
	Semester One **Unit 2**	**Semester One** **Unit 3**	**Semester One** **Unit 1**
Unit name	What's for Lunch?	Pinball Paradise	Repurpose It!
Unit description	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. They will explore how people in different times developed food and fibre technologies to meet human needs. Students will apply these processes and production skills: • investigating by: ◦ exploring traditional food and fibre production and food technologies ◦ identifying contemporary and emerging technologies for growing food and fibre and preparing foods • generating, developing, and communicating design ideas for: ◦ a food product • producing by working safely with tools and materials to create a food product • evaluating design ideas and processes for the product • collaborating as well as working individually throughout the design and production • managing by sequencing production steps.	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. They will explore the role of people in engineering technology occupations and how they address factors that meet client needs. Students will apply these processes and production skills to: • investigating materials, technologies for shaping and joining, and how designs meet people's needs • generating and refining design ideas for a pinball machine and a games environment • producing a pinball machine that meets the design brief • evaluating their design and production processes • collaborating and managing by working with others and developing sequenced steps. We are modifying this unit so it fits with Primary Connections unit – Magnetic Moves (Physical Science: Yr4) Students will produce a maze or a racetrack game using magnetics.	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. They will explore the role of people in Design and Technologies occupations as well as factors, including sustainability that impact on designs that meet community needs. Students will apply the following processes and production skills: • Investigating by: ◦ communicating with clients and critiquing needs or opportunities for designs ◦ testing materials including fabrics and exploring techniques for shaping and joining them ◦ identifying examples of recycling, up-cycling and reusing. • Generating design ideas for a useful item and communicating them with annotated design drawings. • Producing a useful item by selecting relevant tools and resources, and using them safely. • Evaluating design ideas, processes and solutions. • Collaborating as well as working individually throughout the process. • Managing by sequencing production steps.

ASSESSMENT		Unit 2	Unit 3	Unit 1
		Summative assessment task 1	**Summative assessment task 1**	**Summative assessment task 1**
Range and balance of summative assessment conventions	**Description**	**What's For Lunch?** Students design and make a lunch item that includes modern and traditional technologies.	**Design a Magnetic Game:** Students make a maze or racetrack game and design a games environment for its use.	**Repurpose It!:** Students apply understanding of the properties of materials and components to repurpose an item of clothing into another useful item.
	Mode	Portfolio	Portfolio	Portfolio
	Conditions	Assessment of the unit is a portfolio which will include: • the project journal (this may be an exercise book in which responses are written and drawn; a digital folio including multimedia responses such as typed notes, photographs, video recordings, drawings and mind maps; or an alternative format) • observational records of production skills • the lunch item produced.	Assessment of the unit is a project portfolio that will include: • the project journal. This may be an exercise book in which responses are written and drawn; a digital folio including multimedia responses such as typed notes, photographs, video recordings, drawings and mind-maps; or an alternative format • observational records of production skills Assessment checkpoints are provided throughout the topic outlines, identifying appropriate times to conduct assessment activities and record evidence of learning.	• Students may work in groups provided their project folios are completed independently. • The choice of materials, tools and techniques will depend on teacher decisions and what is available in the school. • Assist students with reading and writing of tasks where necessary. • Teacher checkpoints have been provided in the assessment. • The project folio documents student work including the pages of the assessment task. It also includes some or all of these elements: ▪ notes and sketches ▪ samples of materials including results of shaping or joining trials ▪ prototypes and finished product.
Aspects of the achievement standard				
explain how products, services and environments are designed to best meet needs of communities and their environments				
describe contributions of people in design and technologies occupations				
describe how the features of technologies can be used to produce designed solutions for each of the prescribed technologies contexts				
create designed solutions for each of the prescribed technologies contexts				
explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including environmental sustainability considerations				
develop and expand design ideas and communicate these using models and drawings including annotations and symbols				
plan and sequence major steps in design and production				
identify appropriate technologies and techniques and demonstrate safe work practices when producing designed solutions				

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Digital Technologies
Year 3-4 *Band level plan*

CURRICULUM	Achievement Standard	
	By the end of Year 4, students describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes. They explain how the same data sets can be represented in different ways. Students define simple problems, design and implement digital solutions using algorithms that involve decision-making and user input. They explain how the solutions meet their purposes. They collect and manipulate different data when creating information and digital solutions. They safely use and manage information systems for identified needs using agreed protocols and describe how information systems are used.	
	Unit 1 - Year 3	**Unit 2 - Year 4**
Unit name	Unit 1: What digital systems do you use?	Unit 2: What's your waste footprint?
Unit description	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. They: • identify and explore a range of digital systems and their use to meet needs at home, in school and in the local community, and use a range of peripheral devices to transmit data • define simple problems and identify needs • develop technical skills in using a visual programming language to create a digital solution • describe, follow and apply a sequence of steps and decisions (algorithms) in non-digital contexts and when using a visual programming language • implement a simple digital solution that involves branching algorithms and user input when creating a simple guessing game • explain how their solutions and existing information systems, such as learning software, meet personal, school and community needs • develop skills in computational and systems thinking when solving simple problems and creating solutions	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). They: • recognise different types of data and represent the same data in different ways • collect, access and present data as information using simple software (such as spreadsheets) • explore and describe how a range of common information systems present data as information to meet personal, school and community needs • develop skills in computational and systems thinking when solving problems and creating solutions • plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols • explain how existing information systems meet personal, school and community needs.
Required Time Allocation	1 hour per week	1 hour per week
Suggested Partner Units	Year 3 – All Science units 1, 2, 3 or 4	Geography HASS Unit 2 Version 8, Mathematics – Year 4 Unit 4
Suggested Semester of Delivery	Semester 1 Term 2 Technology to match with Science Unit	Year 4 Semester 2 Term 4
Required Resources	Internet connection, all students need a computer or tablet, visual programming software such as Scratch	Spreadsheet software eg Excel, Internet connection, all students need a computer or tablet
Alternative Resource Suggestions		
Required Teacher Capability Teachers will naturally need to gain familiarity and some level of competency in the use of the software that will be used by the students. For most of the commonly used applications numerous tutorials are available online. Microsoft IT Academy has online tutorials on a range of software and is available to DET teachers. Consider also the experience you have to lead your teams through a workshop in-service.	Upskill in Scratch program	Upskill in Excel program

ASSESSMENT		Unit 1 - Coding	Unit 2 - Data
		Summative assessment task 1	**Summative assessment task 1**
Range and balance of summative assessment conventions	**Technique**		
	Type of text		
	Mode		
	Conditions	Various checkpoints and assess as you go	
Aspects of the achievement standard			
describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes.			
explain how the same data sets can be represented in different ways.			
define simple problems, design and implement digital solutions using algorithms that involve decision-making and user input.			
explain how the solutions meet their purposes.			
collect and manipulate different data when creating information and digital solutions.			
safely use and manage information systems for identified needs using agreed protocols			
describe how information systems are used			

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Visual Arts — Years 3 to 4 Band Plan

2019 CURRICULUM	Achievement Standard	
	By the end of Year 4, students describe and discuss similarities and differences between artworks they make, present and view. They discuss how they and others use visual conventions in artworks. Students collaborate to plan and make artworks that are inspired by artworks they experience. They use visual conventions, techniques and processes to communicate their ideas.	
	YEAR 3	YEAR 4 & 3/4
	SEMESTER 2	SEMESTER 1
	Unit 2	Unit 1
Unit name	**Tiny worlds**	**Meaning in found objects**
Unit description	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.	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

ASSESSMENT		YEAR 3	YEAR 4 & 3/4
		SEMESTER 2	SEMESTER 1
		Summative assessment task 1	Summative assessment task 1
Range and balance of summative assessment conventions	**Description**	Students explore human connections to real and imagined places as inspiration for constructing mixed-media artworks.	Students explore how found objects can communicate meaning in three-dimensional artworks.
	Mode	Collection of work	Collection of work
	Conditions	• Undertaken individually and in groups. • To be completed in a number of supervised sessions. • Length of written responses 30–200 words. • Individual contributions assessed in collaborative tasks.	• Undertaken individually and in groups • Undertaken in class time • Students able to seek assistance from their teacher regarding comprehension and interpretation of sources • Length — written responses 30–200 words
Aspects of the achievement standard			
Describe and discuss similarities and differences between artworks they make, present and view.			
Discuss how they and others use visual conventions in artworks.			
Collaborate to plan and make artworks that are inspired by artworks they experience.			
Use visual conventions, techniques and processes to communicate their ideas.			

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Drama — Years 3 to 4 Band Plan

2019 CURRICULUM	Achievement Standard	
	By the end of Year 4, students describe and discuss similarities and differences between drama they make, perform and view. They discuss how they and others organise the elements of drama in their drama. Students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. They collaborate to plan, make and perform drama that communicates ideas.	
	YEAR 3	YEAR 4 & 3/4
	SEMESTER 1 Unit 1	SEMESTER 2 Unit 3
Unit name	**Dramatic Traditions**	**Exploring Issues through Drama**
Unit description	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.	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.

ASSESSMENT		YEAR 3	YEAR 4 & 3/4
		SEMESTER 1	SEMESTER 2
		Summative assessment task 1	Summative assessment task 1
Range and balance of summative assessment conventions	**Description**	Students devise, perform and respond to a drama based on storytelling.	Students devise, respond to and perform drama about an issue.
	Mode	Collection of work	Collection of work

	Conditions	• Undertaken in groups
		• Individual contributions assessed in collaborative tasks
		• Length:
		  ○ Making — Devising: 15–30 seconds per student
		  ○ Responding: 30–200 words
		  ○ Making — Performing: 1–2 minutes
			• Undertaken in small groups
			• Stimulus and a framework provided by the teacher
			• Length:
			  ○ Making — Devising: 15–30 seconds per person
			  ○ Responding: 30–200 words
			  ○ Making — Performing: 1–2 minutes

Aspects of the achievement standard			
Describe and discuss similarities and differences between drama they make, perform and view.			
Discuss how they and others organise the elements of drama in their drama.			
Use relationships, tension, time, place and narrative structure when improvising devised and scripted drama.			
Collaborate to plan, make and perform drama that communicates ideas.			

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Year 5

Year Level and Band Plans

The year and/or band plans captures:

- ❖ an overview of the curriculum for each learning area and/or subject in each year and/or band;
- ❖ an overview of the range and balance of summative assessment correlates to the students' assessment folio in each learning area and/or subject;
- ❖ common assessment to support the whole school approach to moderation

Australian Curriculum: English — Year 5: Year Level Plan

ACHIEVEMENT STANDARD

Receptive modes (listening, reading and viewing)

By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

Productive modes (speaking, writing and creating)

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

Students create imaginative, informative and persuasive texts for different purposes and audiences. They make presentations which include multimodal elements for defined purposes. They contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar using a variety of sentence types. They select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.

CURRICULUM	SEMESTER 1			SEMESTER 2		
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Unit name	Examining and creating fantasy texts (8 weeks)	Examining media texts (4 weeks)	Examining characters in animated film (4 weeks)	Appreciating poetry (4 weeks)	Responding to poetry (4 weeks)	Exploring narrative through novels and film (8 weeks)
Unit description	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. They create the first chapter of a fantasy novel, depicting contrasting fantasy characters in relation to setting and plot.	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. They create a digital, multimodal feature article, including written and visual elements, from a particular viewpoint.	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.	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.	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.	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. They create and discuss comparison of a novel and the film adaptation.

ASSESSMENT		SEMESTER 1					SEMESTER 2			
		Term 1		Term 2			Term 3		Term 4	
		Summative Assessment Task 1 (Unit 1)	Summative Assessment Task 2 (Unit 1)	Summative Assessment Task 1 (Unit 2)	Summative Assessment Task 2 (Unit 2)	Summative Assessment Task 3 (Unit 3)	Summative Assessment Task 1 (Unit 4)	Summative Assessment Task 2 (Unit 5)	Summative Assessment Task 1 (Unit 6)	Summative Assessment Task 2 (Unit 6)
Range and balance of summative assessment conventions	**Technique**	Composing text	Composing text	Responding to text	Composing text	Composing text	Responding to text	Composing text	Composing text	Responding to text
	Type of text	Informative text	Imaginative text	Persuasive text	Persuasive text	Imaginative text	Informative text	Imaginative text	Informative text	Imaginative text
	Mode	Written	Written	Reading Comprehension	Written	Written	Written	Written	Written & Oral	Reading
	Conditions	**Character analysis** Open conditions: • Undertaken individually • Access to resources (e.g. novel and dictionary) allowed • Prior notice of the assessment • Drafting in lesson time with access to teacher feedback and conferencing • Length: 250–300 words	**Imaginative response** Open conditions: • Undertaken individually • Prior notice of the assessment • Analysis of model response • Access to resources allowed • Drafting in lesson time with access to teacher feedback and conferencing • Length: 300 words	**Comprehend a feature article** Supervised conditions: • Undertaken individually • Seen assessment with notice • Stimulus materials provided with assessment • Completed under test conditions • Perusal time: 5 minutes • Completed in one uninterrupted supervised session	**Multimodal feature article** Open conditions: • Undertaken individually • Prior notice of the assessment • Stimulus material provided with assessment • Access to resources allowed • Length: 300 words	**Comic strip short story** Open Conditions • Undertaken individually • Stimulus material provided with assessment • Access to resources (e.g. digital editing software) • Drafting in lesson time with access to teacher feedback and conferencing • Submitted as an audio-visual recording or a comic strip • Multimodal short story length: 8 to 16 frames and approximately 30 to 60 seconds of running time OR • Comic strip short story length: 5 to 10 frames	**Poetry analysis** Open conditions: • Undertaken individually • Prior notice of the assessment • Poem to be either selected by, or in consultation with, the teacher • Access to resources allowed • Drafting in lesson time with access to teacher feedback and conferencing • Length: 300–500 words	**Digital multimodal** Open conditions: • Undertaken individually • Prior notice of the assessment • Stimulus material provided with assessment • Drafting in lesson time with access to teacher feedback • Length: 400 words (approx.) • At least one image for each part of a plot profile (beginning/orientation, crisis/complication, climax and resolution) should be included as part of the presentation.	**Group discussion: comparison of novel and film** Open conditions: • Notes prepared individually • Discussion undertaken in small groups • Access to resources allowed • Drafting in lesson time with access to teacher feedback and conferencing • Length: TBA • Notes to be submitted for marking • Tape group discussion for marking	**Guided reading checklist** Supervised conditions: • Undertaken individually • Completed during guided reading activities • Initiated by class teacher • Students read an extract of Storm Boy
Aspects of the achievement standard										
Receptive modes (listening, reading and viewing)	Explain how text structures assist in understanding the text.			■			■	■		
	Understand how language features, images and vocabulary influence interpretations of characters, settings and events.	■	■	■			■	■		
	When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge.									■
	Analyse and explain literal and implied information from a variety of texts.			■	■		■		■	
	Describe how events, characters and settings in texts are depicted and explain their own responses to them.	■		■			■		■	
	Listen and ask questions to clarify content.								■	
Productive modes (speaking, writing and creating)	Use language features to show how ideas can be extended.	■			■			■		
	Develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.				■				■	
	Create imaginative, informative and persuasive texts for different purposes and audiences.	■	■		■	■	■	■		
	Make presentations which include multimodal elements for defined purposes.					■		■		
	Contribute actively to class and group discussions, taking into account other perspectives.								■	
	Demonstrate understanding of grammar using a variety of sentence types.	■	■		■		■	■		
	Select specific vocabulary and use accurate spelling and punctuation.		■		■		■	■		
	Edit their work for cohesive structure and meaning.		■		■		■	■		

■ Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Mathematics — Year 5: Year Level Plan

ACHIEVEMENT STANDARD

By the end of Year 5, students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They identify and explain strategies for finding unknown quantities in number sentences involving the four operations. They explain plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. Students interpret different data sets.

Students order decimals and unit fractions and locate them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals. They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles. They convert between 12- and 24-hour time. Students use a grid reference system to locate landmarks. They measure and construct different angles. Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students pose questions to gather data, and construct data displays appropriate for the data.

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
Unit name	Unit 1 (8 weeks)	Unit 2 (8 weeks)	Unit 3 (8 weeks)	Unit 4 (8 weeks)
Unit description	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.	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.	Students have opportunities to develop understandings of: • **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-digit and two-digit numbers, use divisibility rules to divide, solve problems involving computation and apply computation to money problems, add and subtract using mental and written strategies including the right-to-left strategy, multiply whole numbers and divide by a one-digit whole number with and without remainders. • **Fractions and decimals -** make connections between fractions and decimals, compare and order decimals. • **Money and financial mathematics -** investigate income and expenditure, calculate costs, investigate savings and spending plans, develop and explain simple financial plans. • **Patterns and algebra -** create, continue and identify the rule for patterns involving the addition and subtraction of fractions; use number sentences to find unknown quantities involving multiplication and division. • **Using units of measurement -** choose appropriate units for length, area, capacity and mass; measure length, area, capacity and mass; problem-solve and reason when applying measurement to answer a question. • **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.	Students have opportunities to develop understandings of: • **Number and place value -** apply mental and written strategies to solve addition, subtraction, multiplication and division problems; identify and use factors and multiples; apply computation skills; use estimation and rounding to check reasonableness; solve problems involving addition, subtraction, multiplication and division; use efficient mental and written strategies to solve problems. • **Fractions and decimals -** apply decimal skills, recognise that the place value system can be extended beyond hundredths, compare order and represent decimals, locate decimals on a number line, extend the number system to thousandths and beyond. • **Money and financial mathematics -** create simple budgets, calculate with money, identify the GST component of invoices and receipts, and make financial decisions. • **Using units of measurement -** read and represent 24-hour time, convert between 12-hour and 24-hour time. • **Location and transformation -** explore maps and grids, use a grid to locate and describe locations, and describe positions using landmarks and directional language. • **Geometric reasoning -** estimate and measure angles, construct angles using a protractor. • **Chance -** list possible outcomes of chance experiments, describe and order chance events, express probability on a numerical continuum, compare predictions with actual data, apply probability to games of chance, make predictions in chance experiments. • **Data representation and interpretation -** explore types of data, investigate an issue (design data-collection questions and tools, collect data, represent as a column graph or dot plot, interpret and describe data to draw a conclusion).

ASSESSMENT		SEMESTER 1					SEMESTER 2				
		Term 1			Term 2		Term 3			Term 4	
		Summative Assessment Task 1 (Unit 1)	Summative Assessment Task 2 (Unit 1)	Summative Assessment Task 3 (Unit 1)	Summative Assessment Task 1 (Unit 2)	Summative Assessment Task 2 (Unit 2)	Summative Assessment Task 1 (Unit 3)	Summative Assessment Task 2 (Unit 3)	Summative Assessment Task 3 (Unit 3)	Summative Assessment Task 1 (Unit 4)	Summative Assessment Task 2 (Unit 4)
Range and balance of summative assessment conventions	**Description**	**Applying fraction concepts** Students locate, represent, compare and order fractions and add and subtract fractions with the same denominator.	**Interpreting data and posing questions to collect data** Students classify and interpret data and pose questions to gather data.	**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.	**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.	**Ordering and locating decimals on number lines** Students order and locate a range of decimal fractions on number lines.	**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.	**Calculating measurements** Students choose appropriate units of measurement for length, area, volume, capacity and mass. To calculate perimeter and area of rectangles.	**Locating landmarks** Students use a grid reference system to locate landmarks.	**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.	**Describing chance and probability** Students describe chance experiments involving equally likely outcomes and to represent those outcomes.
	Mode	Short answer questions	Short answer questions	Short answer questions	Short answer questions	Short answer questions	Short answer questions	Short answer questions	Short answer questions	Short answer questions	Short answer questions
Aspects of the achievement standard											
solve simple problems involving the four operations using a range of strategies				■			■				
check the reasonableness ofanswers using estimation and rounding				■							
identify and describe factors and multiples										■	
identify and explain strategies for finding unknown quantities in number sentences involving the four operations							■				
explain plans for simple budgets							■				
connect three-dimensional objects with their two-dimensional representations					■						
describe transformations of two-dimensional shapes					■						
identify line and rotational symmetry					■						
interpret different data sets			■								
order decimals and unit fractions		■				■					
locates decimals and unit fractions on a number line		■				■					
add and subtract fractions with the same denominator		■									
continue patterns by adding and subtracting fractions and decimals							■				
use appropriate units of measurement for length, area, volume, capacity and mass								■			
calculate perimeterand area of rectangles								■			
convert between 12- and 24-hour time										■	
use a grid reference system to locate landmarks									■		
measure and construct different angles					■						
list outcomes ofchance experiments with equally likely outcomesand assign probabilities between 0 and 1											■
construct data displays appropriate for the data			■								
pose questions to gather data			■								

■ Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Science - Year 5: Year Level Plan

ACHIEVEMENT STANDARD

By the end of Year 5, students classify substances according to their observable properties and behaviours. They explain everyday phenomena associated with the transfer of light. They describe the key features of our solar system. They analyse how the form of living things enables them to function in their environments. Students discuss how scientific developments have affected people's lives, help us solve problems and how science knowledge develops from many people's contributions.

Students follow instructions to pose questions for investigation and predict the effect of changing variables when planning an investigation. They use equipment in ways that are safe and improve the accuracy of their observations. Students construct tables and graphs to organise data and identify patterns in the data. They compare patterns in their data with predictions when suggesting explanations. They describe ways to improve the fairness of their investigations, and communicate their ideas and findings using multimodal texts.

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Unit 1	Unit 2	Unit 3	Unit 4
Unit name	Survival in the environment	Our place in the solar system	Now you see it	Matter matters
Unit description	In this unit, students analyse the structural features and behavioural adaptations that assist living things to survive in their environment. They understand that science involves using evidence and comparing data to develop explanations.	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 people's lives and describe details of contributions to our knowledge of the solar system from a range of people.	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 perceive the colour of objects, and the relationship between light source distance and shadow height.	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 solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways.

ASSESSMENT		SEMESTER 1		SEMESTER 2	
		Summative assessment task 1	Summative assessment task 2	Summative assessment task 3	Summative assessment task 4
Range and balance of summative assessment conventions	**Description**	**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.	**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.	**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.	**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.
	Mode	Poster/multi-modal presentation	Poster/multi-modal presentation	Experimental investigation	Experimental investigation
	Conditions	Open Conditions • Undertaken individually • Undertaken in class time • Best completed in four supervised sessions	Open Conditions • Undertaken in class time • Three lessons are allocated for completion	Open Conditions • Undertaken individually • Undertaken in class time • Held under test conditions • To be completed in three sessions	Supervised Conditions • Investigations may be conducted in groups of up to three. • Assessment questions to be answered independently. • Undertaken in class time. • To be completed in four sessions.
Aspects of the achievement standard					
students classify substances according to their observable properties and behaviours					
explain everyday phenomena associated with the transfer of light					
describe the key features of our solar system					
analyse how the form of living things enables them to function in their environments					
discuss how scientific developments have affected people's lives; help us solve problems and how science knowledge develops from many people's contributions					
follow instructions to pose questions for investigation					
predict the effect of changing variables when planning an investigation					
use equipment in ways that are safe					
improve the accuracy of their observations					
construct tables and graphs to organise data and identify patterns in the data					
compare patterns in their data with predictions when suggesting explanations					
describe ways to improve the fairness of their investigations					
communicate their ideas and findings using multimodal texts					

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Health – Year 5 to 6: Year Level Band Plan

ACHIEVEMENT STANDARD

By the end of Year 6, students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.

Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.
Indicates Physical Education

CURRICULUM	YEAR 5		YEAR 6	
	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
	Unit 1	Unit 2	Unit 2	Unit 4
Unit name	Emotional interactions	Healthy habits	Let's all be active	Transitioning
Unit description	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.	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.	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.	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.

ASSESSMENT		YEAR 5		YEAR 6	
		SEMESTER 1 Summative assessment task 1	SEMESTER 2 Summative assessment task 1	SEMESTER 1 Summative assessment task 1	SEMESTER 2 Summative assessment task 1
Range and balance of summative assessment conventions	**Description**	**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.	**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.	**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.	**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.
	Mode	Assignment/project	Informative response	Assignment/Project Health	Research and role play
	Conditions	Open Conditions • complete the written activities individually • perform a role-play in a group • consult with the students should they choose to devise their own scenario • allocate three sessions to complete the assessment and perform the role-play in front of other groups • have a whole-class discussion with the students regarding the task and possible answers	Open Conditions • undertaken individually • choose one healthy habit provided and write an informative response • three written paragraphs or could be presented as an oral presentation (negotiated task)	Open Conditions • undertaken individually • follow guidelines for game development on assessment task • must use minimal equipment that is readily available • developed game must include all students • safety elements must be considered	Open Conditions • part A: undertaken individually • two part assessment – research and role-play
Aspects of the achievement standard					
investigate developmental changes and transitions					
explain the influence of people and places on identities					
recognise the influence of emotions on behaviours and discuss factors that influence how people interact					
describe their own and others' contributions to health, physical activity, safety and wellbeing					
describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing					
examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding					
demonstrate fair play and skills to work collaboratively					
access and interpret health information and apply decision-making and problem- solving skills to enhance their own and others' health, safety and wellbeing					
perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges					
apply the elements of movement when composing and performing movement sequences					

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Digital Technologies: Year 5-6 *Band level plan*

Curriculum	Achievement Standard	
	By the end of Year 6, students explain the fundamentals of digital system components (hardware, software and networks) and how digital systems are connected to form networks. They explain how digital systems use whole numbers as a basis for representing a variety of data types. Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. They incorporate decision-making, repetition and user interface design into their designs and implement their digital solutions, including a visual program. They explain how information systems and their solutions meet needs and consider sustainability. Students manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols.	
	Year 5	**Year 6**
	Semester One	**Semester Two**
	Unit 2	**Unit 1**
Unit name	Data changing our world	A-maze-ing digital designs
Unit description	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. Students will apply a range of skills and processes when creating digital solutions. They will: • explore information systems, including systems that deliver community information and explain how they meet needs • collect, manage and analyse data using a range of software (such as spreadsheets) • interpret and visualise data to create information • define problems by considering what the need is, what data is required, who the audience is and how they will interact with the solution, and what features need to be included • implement a digital solution that automates the processing of user input and presentation of information to solve a defined problem • apply technical protocols such as devising meaningful file naming conventions and determining safe storage locations to protect data and information.	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. Students will apply a range of skills and processes when creating digital solutions. They will: • define problems by identifying appropriate data and functional requirements • design a user interface, considering design principles • follow, modify and design algorithms using simple statements, relating particular programming language statements (steps and decisions) to actions in the game • implement their game using visual programming • evaluate how well their solutions meet needs Plan, create and communicate ideas within a collaborative project, and apply agreed protocols when negotiating, providing feedback, developing plans and sharing online.

Assessment		Unit 2	Unit 1
		Summative assessment task 1	**Summative assessment task 1**
Range and balance of summative assessment conventions	**Description**	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.	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.
	Mode	Portfolio	Portfolio

	Conditions	• There are three parts to the assessment task:
		  ○ Part A: Explain how information systems meet local and community needs.
		  ○ Part B: Represent a variety of data types in digital systems.
		  ○ Part C: Design and create an interactive spreadsheet and share information ethically.
		• Assessment of the unit will take the form of a portfolio that will include:
		  ○ written responses to questions in the assessment task
		  ○ a spreadsheet file that contains data validation tools and includes interactive features such as drop-downs to assist users to enter data for a read-a-thon
		  ○ an infographic that shares information about a lifetime of reading
		  ○ observation checklists or other evidence collected by the teacher
			• The assessment is divided into two parts:
			  ○ Part A: Digital systems
			  ○ Part B: Create a maze game
			  ○ Both parts involve individual and collaborative elements.
			• The assessment can be completed at the end of the unit when the learning topics have been completed. Alternatively, assessment can be completed progressively throughout the unit. Suggested checkpoints for completing the assessment appear in the topic outlines. Teachers may choose to provide formative feedback and give students the opportunity to refine their work before moving to the next stage.
			• The assessment task A-maze-ing digital designs: Portfolio has been provided for students to present evidence that aligns with the Years 5–6 Band for Digital Technologies. The Guide to making judgments assists teachers to consider quality of the student response against the achievement standard.
			• The model response includes assessment task A-maze-ing digital designs: Creating a-maze-ing digital designs — Model response (video) of a completed sample visual programming maze game and assessment task A-maze-ing digital designs: Portfolio — Model response showing teacher generated answers to the questions in the assessment task.
			• The assessment task A-maze-ing digital designs: Portfolio — Suggested marking guide for maze game solution contains further advice to assist teachers to evaluate the game.

Aspects of the achievement standard		
explain the fundamentals of digital system components (hardware, software and networks) and how digital systems are connected to form networks		
explain how digital systems use whole numbers as a basis for representing a variety of data types		
define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems		
incorporate decision-making, repetition and user interface design into their designs and implement their digital solutions, including a visual program		
explain how information systems and their solutions meet needs and consider sustainability		
manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols		

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Design and Technologies - Year 5 & 6 *Band level plan*

CURRICULUM	Achievement Standard	
	By the end of Year 6, students describe competing considerations in the design of products, services and environments, taking into account sustainability. They describe how design and technologies contribute to meeting present and future needs. Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts. Students create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities. They suggest criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions. They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. Students record project plans including production processes. They select and use appropriate technologies and techniques correctly and safely to produce designed solutions.	
	Year 5	**Year 6**
	Semester Two	**Semester One**
	Unit 1	**Unit 2**
Unit name	Harvesting Good Health	Hands Off!
Unit description	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	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.

ASSESSMENT		Unit 1 Summative assessment task 1	Unit 2 Summative assessment task 1
Range and balance of summative assessment conventions	**Description**	Students will design a service that provides an edible plant that can be used to create a healthy food product. The service will involve the design of the plant's: • packaging • fact sheet	Students will design a solution to an environment's security need and make an electrical device that is part of the solution.
	Mode	Portfolio	Portfolio

	Conditions	• Assessment should be implemented progressively through the unit, with each activity completed close to the relevant learning
		
		• Topic outlines include assessment checkpoints that suggest appropriate times to complete each part of the assessment.
		
		• Teachers can decide whether students work individually or cooperatively in groups.
		
		• Although the assessment focuses on the provision of a service, teachers may decide to provide students with the opportunity to participate in the preparation of their healthy food product.
		
		• The portfolio may include:
		  ○ notes and sketches
		  ○ checklists
		  ○ observational records
		  ○ photos
			• The assessment task for this unit is organised into three parts:
			  ○ Part A: Analyse electrical design
			  ○ Part B: Design a secure environment
			  ○ Part C: Make an electrical device
			
			• Assessment of the unit is a portfolio which will include:
			
			• a project journal (this may be an exercise book in which responses are written and drawn; a digital folio including multimedia responses; or an alternative format)
			  ○ a constructed prototype electrical device
			  ○ observation records of production skills
			
			• The portfolio may also contain other items which may be used for monitoring or additional assessment of student progress such as:
			  ○ notes from student consultations
			  ○ activities and sheets completed throughout the unit
			  ○ photos of students at work
			
			• The activities and questions in the assessment task Hands off! Portfolio are provided as activity page headings that may be cut and pasted into the students' project journals
			
			• Assessment should be implemented progressively through the unit, with each activity completed close to the relevant learning. Topic outlines include assessment checkpoints that suggest appropriate times to complete each part of the assessment

Aspects of the achievement standard			
students describe competing considerations in the design of products, services and environments, taking into account sustainability.			
describe how design and technologies contribute to meeting present and future needs			
explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts			
create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities			
suggest criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions			
combine design ideas and communicate these to audiences using graphical representation techniques and technical terms			
record project plans including production processes			
select and use appropriate technologies and techniques correctly and safely to produce designed solutions			

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Drama — Years 5 to 6 Band Plan

2019 CURRICULUM	Achievement Standard	
	By the end of Year 6, students explain how dramatic action and meaning is communicated in drama they make, perform and view. They explain how drama from different cultures, times and places influences their own drama making. Students work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, playbuilding and performances of devised and scripted drama for audiences.	
	YEAR 5 SEMESTER 1	YEAR 6 SEMESTER 1
	Unit 2	Unit 1
Unit name	**My Hero**	**Natural Disasters**
Unit description	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.	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.

ASSESSMENT		YEAR 5 SEMESTER 1 Summative assessment task 1	YEAR 6 SEMESTER 2 Summative assessment task 1
Range and balance of summative assessment conventions	**Description**	Students devise, perform and respond to drama based on the style of melodrama.	Students devise, perform and respond to a documentary drama. Partner Unit – Year Six Science – Unit 3
	Mode	Collection of work	Collection of work
	Conditions	• Undertaken in groups • Length: • Making — Devising: 15–30 seconds • Responding: 50–300 words • Making — Performing: 1–2 minutes	• Undertaken individually and in groups • Individual contributions assessed in collaborative tasks • Stimulus material provided prior to assessment • Making — Devising: devised group scene — approximately two minutes • Making — Performing: performance of devised drama — approximately two minutes • Responding: written — approximately 300 words
Aspects of the achievement standard			
Explain how dramatic action and meaning is communicated in drama they make, perform and view.			
Explain how drama from different cultures, times and places influences their own drama making.			
Work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, playbuilding and performances of devised and scripted drama for audiences.			

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Visual Arts — Years 5 to 6 Band Plan

2019 CURRICULUM	Achievement Standard	
	By the end of Year 6, students explain how ideas are represented in artworks they make and view. They describe the influences of artworks and practices from different cultures, times and places on their art making. Students use visual conventions and visual arts practices to express a personal view in their artworks. They demonstrate different techniques and processes in planning and making artworks. They describe how the display of artworks enhances meaning for an audience.	
	YEAR 5	YEAR 6
	SEMESTER 2	SEMESTER 1
	Unit 1	Unit 1
Unit name	**The animal within**	**The animal within**
Unit description	In this unit, students will focus on representation of animals as companion, metaphor, totem and predator.	In this unit, students will focus on representation of animals as companion, metaphor, totem and predator.

ASSESSMENT		YEAR 5 SEMESTER 2	YEAR 6 SEMESTER 1
		Summative assessment task 1	Summative assessment task 1
Range and balance of summative assessment conventions	**Description**	Students explore artists' use of animal representations and relationship to environment as inspiration for a sculptural artwork.	Students explore artists' use of animal representations and relationship to environment as inspiration for a sculptural artwork.
	Mode	Collection of work	Collection of work
	Conditions	• Undertaken individually • To be completed in a number of supervised sessions • Length of written responses: 50–300 words	• Undertaken individually • To be completed in a number of supervised sessions • Length of written responses: 50–300 words
Aspects of the achievement standard			
Explain how ideas are represented in artworks they make and view.			
Describe the influences of artworks and practices from different cultures, times and places on their art making.			
Use visual conventions and visual arts practices to express a personal view in their artworks.			
Demonstrate different techniques and processes in planning and making artworks.			
Describe how the display of artworks enhances meaning for an audience.			

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Year 6

Year Level and Band Plans

The year and/or band plans captures:

- ❖ an overview of the curriculum for each learning area and/or subject in each year and/or band;
- ❖ an overview of the range and balance of summative assessment correlates to the students' assessment folio in each learning area and/or subject;
- ❖ common assessment to support the whole school approach to moderation

Australian Curriculum: English — Year 6: Year Level Plan

ACHIEVEMENT STANDARD

Receptive modes (listening, reading and viewing)

By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.

Students compare and analyse information in different and complex texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.

Productive modes (speaking, writing and creating)

Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.

Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria.

CURRICULUM	SEMESTER 1			SEMESTER 2		
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Unit name	Short stories (8 weeks)	Examining advertising in the media (4 weeks)	Exploring news reports in the media (4 weeks)	Interpreting literary texts (4 weeks)	Exploring literary texts by the same author (4 weeks)	Comparing texts (8 weeks)
Unit description	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. Students complete a comprehension task about a particular short story and other short stories they have read. They write a short story about a character that faces a conflict. Students also reflect on the writing process when making and explaining editorial choices.	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. They demonstrate their understanding of advertising texts' persuasive features through the creation of their own digital multimodal advertisement and an explanation of creative choices.	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. They evaluate the effectiveness of language devices that represent ideas and events with the intent to influence an audience. They create a written response to a news report.	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. They create a literary text that establishes time and place for the reader and explores personal experiences.	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 style. Students will prepare a response analysing author style in the novel, and participate in a panel discussion.	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. Students identify the author's purpose and analyse similarities and differences in texts. They compare and analyse the effectiveness of each text in its ability to deliver a message. They write arguments persuading others to a particular point of view using specific structural and language features studied during the unit. Students transform an informative text into a literary text for younger audiences.

ASSESSMENT		SEMESTER 1			SEMESTER 2		
		Term 1	Term 2		Term 3		Term 4
		Summative Assessment Task 1 (Unit 1)	Summative Assessment Task 1 (Unit 2)	Summative Assessment Task 2 (Unit 3)	Summative Assessment Task 1 (Unit 4)	Summative Assessment Task 2 (Unit 5)	Summative Assessment Task 1 (Unit 6)
Range and balance of summative assessment conventions	**Technique**	Composing text	Composing text	Composing text	Composing text	Responding to text	Composing text
	Type of text	Imaginative text	Persuasive text	Informative text	Imaginative text	Informative text	Informative text
	Mode	Written	Written & Oral	Written	Written	Written & Oral	Written
	Conditions	**Writing a short story** Open conditions: • Undertaken individually • Prior notice of the assessment • Access to resources allowed (e.g. dictionaries, models of short stories) • Drafting in lesson time with access to teacher feedback and conferencing • Length: • Part A: 300–400 words (approximately) • Part B: 100–200 words (approximately)	**Create a multimodal advertisement** Open conditions: • Undertaken individually • Prior notice of the assessment • Drafting in lesson time with access to teacher feedback and conferencing • Length: • Part A: Presentation of a digital resource including text, headline, images and recorded audio • Part B: Text (100–200 words)	**Evaluation of a news report (interview transcript)** Open conditions: • Undertaken individually • Prior notice of the assessment • Drafting in lesson time with access to teacher conferencing • Length: 300–400 words	**A letter to the future** Open conditions: • Undertaken individually • Prior notice of the assessment • Access to resources (e.g. dictionary) allowed • Drafting in lesson time with access to teacher feedback and conferencing • Length: 300 words	**Panel discussion** Open Conditions • undertaken individually and in small groups • prior notice of the assessment • access to resources allowed (e.g. dictionary, novel) • drafting in lesson time with access to teacher feedback and conferencing • presented in class to audience of peers. • Length: Two to three minutes per student.	**Arguing a point of view** Open conditions: • Undertaken individually • Drafting in lesson time with access to teacher feedback and conferencing • Prior notice of the assessment • Access to resources allowed • Length: 300–400 words
Aspects of the achievement standard							
Receptive modes (listening, reading and viewing)	Understand how the use of text structures can achieve particular effects.					■	■
	Analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.			■		■	■
	Compare and analyse information in different and complex texts, explaining literal and implied meaning.			■			■
	Select and use evidence from a text to explain their response to it.			■		■	■
	Listen to discussions, clarifying content and challenging others' ideas.					■	
Productive modes (speaking, writing and creating)	Understand how language features and language patterns can be used for emphasis.	■	■		■	■	
	Show how specific details can be used to support a point of view.			■	■	■	■
	Explain how their choices of language features and images are used.		■				
	Create detailed texts elaborating on key ideas for a range of purposes and audiences.	■	■	■	■		■
	Make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.		■			■	
	Demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing.	■	■		■		■
	Use accurate spelling and punctuation for clarity.	■			■		■
	Make and explain editorial choices based on criteria.	■	■				■

■ Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Mathematics — Year 6: Year Level Plan

ACHIEVEMENT STANDARD

By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displays for two categorical variables. They interpret secondary data displayed in the media.

Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students describe probabilities using simple fractions, decimals and percentages.

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
Unit name	Unit 1 (8 weeks)	Unit 2 (8 weeks)	Unit 3 (8 weeks)	Unit 4 (8 weeks)
Unit description	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 and identify the difference between categorical and numerical data. • **Chance** - Represent the probability of outcomes as a fraction or decimal and conduct chance experiments.	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, • **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. • **Shape -** problem solve and reason to create nets and construct models of simple prisms and pyramids. • **Using units of measurement -** make connections between volume and capacity.	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.	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. • **Data representation and interpretation –** compare primary and secondary data, source secondary data, explore data displays in the media, identify how displays can be misleading • **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.

ASSESSMENT		SEMESTER 1					SEMESTER 2			
		Term 1			Term 2		Term 3		Term 4	
		Summative Assessment Task 1 (Unit 1)	Summative Assessment Task 2 (Unit 1)	Summative Assessment Task 3 (Unit 1)	Summative Assessment Task 1 (Unit 2)	Summative Assessment Task 2 (Unit 2)	Summative Assessment Task 1 (Unit 3)	Summative Assessment Task 2 (Unit 3)	Summative Assessment Task 1 (Unit 4)	Summative Assessment Task 2 (Unit 4)
Range and balance of summative assessment conventions	**Description**	**Island adventures cruise** Students interpret and use timetables and cost information to determine a travel schedule.	**Interpreting and comparing data displays, investigating and interpreting secondary data** Students interpret, compare and analyse data displays to make decisions.	**Prism investigation** Students construct simple prisms and pyramids, investigating and solving problems involving area.	**Applying the order of operations** Students write and apply the correct use of brackets and order of operations in number sentences.	**Investigating angles** Students solve problems using the relationships between angles on a straight line, vertically opposite angles and angles at a point.	**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.	**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.	**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.	**Describing probabilities and comparing frequencies** Students compare observed and expected frequencies and write probabilities using simple fractions, decimals and percentages.
	Mode	Short answer questions	Short answer questions	Investigation	Short answer questions	Short answer questions	Short answer questions	Short answer questions	Short answer questions	Investigation
Aspects of the achievement standard										
recognise the properties of prime, composite, square and triangular numbers							■			
describe the use of integers in everyday contexts								■		
solve problems involving all four operations with whole numbers		■			■		■			
connect fractions, decimals and percentages as different representations of the same number									■	
solve problems involving the addition and subtraction of related fractions									■	
make connections between the powers of 10 and the multiplication and division of decimals									■	
describe rules used in sequences involving whole numbers, fractions and decimals									■	
connect decimal representations to the metric system									■	
choose appropriate units of measurement to perform a calculation									■	
make connections between capacity and volume									■	
solve problems involving length and area				■						
interpret timetables		■								
describe combinations of transformations								■		
solve problems using the properties of angles						■				
compare observed and expected frequencies										■
interpret and compare a variety of data displays including those displays for two categorical variables			■							
interpret secondary data displayed in the media			■							
locate fractions and integers on a number line								■	■	
calculate a simple fraction of a quantity									■	
add and subtract decimals									■	
multiply decimals and divide decimals where the result is rational									■	
calculate common percentage discounts on sale items							■			
write correct number sentences using brackets and order of operations					■					
locate an ordered pair in any one of the four quadrants on the Cartesian plane								■		
construct simple prisms and pyramids				■						
describe probabilities using simple fractions, decimals and percentages										■

■ Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Science - Year 6: Year Level Plan

ACHIEVEMENT STANDARD

By the end of Year 6, students compare and classify different types of observable changes to materials. They analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another when generating electricity. They explain how natural events cause rapid change to Earth's surface. They describe and predict the effect of environmental changes on individual living things. Students explain how scientific knowledge helps us to solve problems and inform decisions and identify historical and cultural contributions.

Students follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships. They identify variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data. They describe and analyse relationships in data using appropriate representations and construct multimodal texts to communicate ideas, methods and findings.

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Unit 1	Unit 2	Unit 3	Unit 4
Unit name	Making changes	Energy and electricity	Our changing world	Life on Earth
Unit description	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.	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.	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.	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.

ASSESSMENT		SEMESTER 1		SEMESTER 2	
		Summative assessment task 1	Summative assessment task 2	Summative assessment task 3	Summative assessment task 4
Range and balance of summative assessment conventions	**Description**	**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.	**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.	**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.	**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.
	Mode	Experimental investigation	Supervised assessment	Exam/Test	Experimental investigation
	Conditions	Open Conditions • Part A: Questions 1 to 5 undertaken individually (group discussion required for question 5) • Part B: Conduct investigation in groups; Questions 6 to 12 undertaken individually • Held under supervised conditions • To be completed over three sessions	Open Conditions • Undertaken individually • Undertaken in class time under test conditions • To be completed in four sessions	Supervised Conditions • Undertaken individually • Undertaken in class time • Held under test conditions • To be completed in four sessions	Open Conditions • Investigations may be conducted in groups of three or less • Assessment questions are answered independently • Undertaken in class time • Held under test conditions • To be completed in four sessions
Aspects of the achievement standard					
compare and classify different types of observable changes to materials		■			
analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another when generating electricity			■		
explain how natural events cause rapid change to Earth's surface				■	
describe and predict the effect of environmental changes on individual living things					■
explain how scientific knowledge helps us to solve problems and inform decisions and identify historical and cultural contributions			■	■	
follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships		■			■
identify variables to be changed and measured and describe potential safety risks when planning methods		■			■
collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data		■		■	■
describe and analyse relationships in data using appropriate representations and construct multimodal texts to communicate ideas, methods and findings		■	■	■	■

■ Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Humanities and Social Sciences: Year 6 *Year level plan*

ACHIEVEMENT STANDARD

By the end of Year 6, students explain the significance of an event/development, an individual and/or group. They identify and describe continuities and changes for different groups in the past and present. They describe the causes and effects of change on society. They compare the experiences of different people in the past. Students describe, compare and explain the diverse characteristics of different places in different locations from local to global scales. They describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time. Students explain the importance of people, institutions and processes to Australia's democracy and legal system. They describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens. Students recognise why choices about the allocation of resources involve trade-offs. They explain why it is important to be informed when making consumer and financial decisions. They identify the purpose of business and recognise the different ways that businesses choose to provide goods and services. They explain different views on how to respond to an issue or challenge.

Students develop appropriate questions to frame an investigation. They locate and collect useful data and information from primary and secondary sources. They examine sources to determine their origin and purpose and to identify different perspectives in the past and present. They interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions. Students sequence information about events, the lives of individuals and selected phenomena in chronological order and represent time by creating timelines. They organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms.

CURRICULUM	SEMESTER 1		SEMESTER 2		
	Unit 1	Unit 2	Unit 3	Unit 4 &Unit 5	
Unit name	Australia in the past	Australia as global citizens	Australia in a diverse world	Australia's global connections	Making decisions to benefit the community
Unit description	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?* Learning opportunities support students to: •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 •develop arguments •use criteria to make decisions and judgments •work in groups to generate responses to issues and challenges •propose action in response to issues and challenges.	Inquiry questions: *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?* Learning opportunities support students to: •recognise the responsibilities of citizens 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 •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 have migrated to Australia since Federation •evaluate the contribution of individuals and groups to the development of Australian society since Federation •sequence information about events and represent time by creating timelines •present ideas, findings, viewpoints and conclusions in a range of communication	Inquiry questions: *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,	Inquiry questions: *How do Australia's global connections influence my role as a global citizen?* In this unit, students: • identify how Australia's connections with other countries change people and places • recognise the effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places • develop appropriate questions to frame an investigation • locate and collect useful data and information from primary and secondary sources • organise and represent data in a range of formats, using appropriate conventions • interpret data to identify, patterns and trends, and to infer relationships • identify different points of view and solutions to an issue	Inquiry questions: *How can resources be used to benefit individuals, the community and the environment?* 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 ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.

ASSESSMENT		SEMESTER 1		SEMESTER 2	
		Summative assessment task 1	Summative assessment task 2	Summative assessment task 3	Summative assessment task 4
Range and balance of summative assessment conventions	**Description**	**Australia in the past** Students explain the significance of Henry Parkes in the development of the Australian nation.	**Global citizens** Students investigate the rights and responsibilities of Australian citizens today and the experiences of Australian democracy and citizenship for different groups in the past.	**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.	**Making decisions to benefit the community** Students explain ways that resources can be used to benefit individuals, the community and the environment. Unit 4 & 5 have been merged into one assessment.
	Mode	Research Poster	Exam/Test	Assignment/Project	Assignment/Project
	Conditions	• Parts of this task should be conducted in groups, using lesson materials • The essay must be written independently with • Provide lined paper for students or access to laptops • Teachers may use lessons to support and guide students. • Students are able to seek support from their teacher during group activities. • Students may use class materials, books and internet research to develop their poster	• Students are to complete assessment tasks in class time. • Teachers or helpers can: • read questions aloud to students • Prompt students' responses by posing additional questions. • Visual stimulus provided may be modified to maximise student engagement. • Sources should be seen and discussed prior to each checkpoint. • Students are able to seek assistance from their teacher prior to the exam regarding comprehension and interpretation of sources.	• Students are to complete assessment tasks in class time. • Teachers or helpers can: • read questions aloud to students • Prompt students' responses by posing additional questions. • Visual stimulus provided may be modified to maximise student engagement. • Sources should be seen and discussed prior to each checkpoint. • Students are able to seek assistance from their teacher prior to the exam regarding comprehension and interpretation of sources.	• Complete assessment individually. • Sources provided may be modified to maximise student engagement. • Students are able to seek assistance from their teacher regarding comprehension of questions.
Aspects of the achievement standard					
explain the significance of an event/development, an individual and/or group					
identify and describe continuities and changes for different groups in the past and present					
describe the causes and effects of change on society					
compare the experiences of different people in the past					
describe, compare and explain the diverse characteristics of different places in different locations from local to global scales					
describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time					
explain the importance of people, institutions, and processes to Australia's democracy and legal system					
describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens					
recognise why choices about the allocation of resources involve trade-offs					
explain why it is important to be informed when making consumer and financial decisions					
identify the purpose of business and recognise the different ways that businesses choose to provide goods and services					
explain different views on how to respond to an issue or challenge					
develop appropriate questions to frame an investigation					
locate and collect useful data and information from primary and secondary sources					
examine sources to determine their origin and purpose and to identify different perspectives in the past and present					
interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions					
sequence information about events, the lives of individuals and selected phenomena in chronological order and represent time by creating timelines					
organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions					
collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others					
reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal					
present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms					

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Health – Year 5 to 6: Year Level Band Plan

ACHIEVEMENT STANDARD

By the end of Year 6, students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.

Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.
Indicates Physical Education

CURRICULUM	YEAR 5		YEAR 6	
	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
	Unit 1	Unit 2	Unit 2	Unit 4
Unit name	Emotional interactions	Healthy habits	Let's all be active	Transitioning
Unit description	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.	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.	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.	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.

ASSESSMENT		YEAR 5		YEAR 6	
		SEMESTER 1 Summative assessment task 1	SEMESTER 2 Summative assessment task 1	SEMESTER 1 Summative assessment task 1	SEMESTER 2 Summative assessment task 1
Range and balance of summative assessment conventions	**Description**	**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.	**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.	**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.	**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.
	Mode	Assignment/project	Informative response	Assignment/Project Health	Research and role play
	Conditions	Open Conditions • complete the written activities individually • perform a role-play in a group • consult with the students should they choose to devise their own scenario • allocate three sessions to complete the assessment and perform the role-play in front of other groups • have a whole-class discussion with the students regarding the task and possible answers	Open Conditions • undertaken individually • choose one healthy habit provided and write an informative response • three written paragraphs or could be presented as an oral presentation (negotiated task)	Open Conditions • undertaken individually • follow guidelines for game development on assessment task • must use minimal equipment that is readily available • developed game must include all students • safety elements must be considered	Open Conditions • part A: undertaken individually • two part assessment – research and role-play
Aspects of the achievement standard					
investigate developmental changes and transitions					
explain the influence of people and places on identities					
recognise the influence of emotions on behaviours and discuss factors that influence how people interact					
describe their own and others' contributions to health, physical activity, safety and wellbeing					
describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing					
examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding					
demonstrate fair play and skills to work collaboratively					
access and interpret health information and apply decision-making and problem- solving skills to enhance their own and others' health, safety and wellbeing					
perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges					
apply the elements of movement when composing and performing movement sequences					

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Design and Technologies - Year 5 & 6 *Band level plan*

CURRICULUM	Achievement Standard	
	By the end of Year 6, students describe competing considerations in the design of products, services and environments, taking into account sustainability. They describe how design and technologies contribute to meeting present and future needs. Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts. Students create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities. They suggest criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions. They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. Students record project plans including production processes. They select and use appropriate technologies and techniques correctly and safely to produce designed solutions.	
	Year 5	**Year 6**
	Semester Two	**Semester One**
	Unit 1	**Unit 2**
Unit name	Harvesting Good Health	Hands Off!
Unit description	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	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.

ASSESSMENT		Unit 1 Summative assessment task 1	Unit 2 Summative assessment task 1
Range and balance of summative assessment conventions	**Description**	Students will design a service that provides an edible plant that can be used to create a healthy food product. The service will involve the design of the plant's: • packaging • fact sheet	Students will design a solution to an environment's security need and make an electrical device that is part of the solution.
	Mode	Portfolio	Portfolio

	Conditions	• Assessment should be implemented progressively through the unit, with each activity completed close to the relevant learning
		
		• Topic outlines include assessment checkpoints that suggest appropriate times to complete each part of the assessment.
		
		• Teachers can decide whether students work individually or cooperatively in groups.
		
		• Although the assessment focuses on the provision of a service, teachers may decide to provide students with the opportunity to participate in the preparation of their healthy food product.
		
		• The portfolio may include:
		  ○ notes and sketches
		  ○ checklists
		  ○ observational records
		  ○ photos
			• The assessment task for this unit is organised into three parts:
			  ○ Part A: Analyse electrical design
			  ○ Part B: Design a secure environment
			  ○ Part C: Make an electrical device
			
			• Assessment of the unit is a portfolio which will include:
			
			• a project journal (this may be an exercise book in which responses are written and drawn; a digital folio including multimedia responses; or an alternative format)
			  ○ a constructed prototype electrical device
			  ○ observation records of production skills
			
			• The portfolio may also contain other items which may be used for monitoring or additional assessment of student progress such as:
			  ○ notes from student consultations
			  ○ activities and sheets completed throughout the unit
			  ○ photos of students at work
			
			• The activities and questions in the assessment task Hands off! Portfolio are provided as activity page headings that may be cut and pasted into the students' project journals
			
			• Assessment should be implemented progressively through the unit, with each activity completed close to the relevant learning. Topic outlines include assessment checkpoints that suggest appropriate times to complete each part of the assessment

Aspects of the achievement standard			
students describe competing considerations in the design of products, services and environments, taking into account sustainability.			
describe how design and technologies contribute to meeting present and future needs			
explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts			
create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities			
suggest criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions			
combine design ideas and communicate these to audiences using graphical representation techniques and technical terms			
record project plans including production processes			
select and use appropriate technologies and techniques correctly and safely to produce designed solutions			

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Digital Technologies: Year 5-6 *Band level plan*

Curriculum	Achievement Standard	
	By the end of Year 6, students explain the fundamentals of digital system components (hardware, software and networks) and how digital systems are connected to form networks. They explain how digital systems use whole numbers as a basis for representing a variety of data types. Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. They incorporate decision-making, repetition and user interface design into their designs and implement their digital solutions, including a visual program. They explain how information systems and their solutions meet needs and consider sustainability. Students manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols.	
	Year 5	**Year 6**
	Semester One	**Semester Two**
	Unit 2	**Unit 1**
Unit name	Data changing our world	A-maze-ing digital designs
Unit description	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. Students will apply a range of skills and processes when creating digital solutions. They will: • explore information systems, including systems that deliver community information and explain how they meet needs • collect, manage and analyse data using a range of software (such as spreadsheets) • interpret and visualise data to create information • define problems by considering what the need is, what data is required, who the audience is and how they will interact with the solution, and what features need to be included • implement a digital solution that automates the processing of user input and presentation of information to solve a defined problem • apply technical protocols such as devising meaningful file naming conventions and determining safe storage locations to protect data and information.	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. Students will apply a range of skills and processes when creating digital solutions. They will: • define problems by identifying appropriate data and functional requirements • design a user interface, considering design principles • follow, modify and design algorithms using simple statements, relating particular programming language statements (steps and decisions) to actions in the game • implement their game using visual programming • evaluate how well their solutions meet needs Plan, create and communicate ideas within a collaborative project, and apply agreed protocols when negotiating, providing feedback, developing plans and sharing online.

Assessment		Unit 2	Unit 1
		Summative assessment task 1	**Summative assessment task 1**
Range and balance of summative assessment conventions	**Description**	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.	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.
	Mode	Portfolio	Portfolio

	Conditions	• There are three parts to the assessment task:
		  ○ Part A: Explain how information systems meet local and community needs.
		  ○ Part B: Represent a variety of data types in digital systems.
		  ○ Part C: Design and create an interactive spreadsheet and share information ethically.
		• Assessment of the unit will take the form of a portfolio that will include:
		  ○ written responses to questions in the assessment task
		  ○ a spreadsheet file that contains data validation tools and includes interactive features such as drop-downs to assist users to enter data for a read-a-thon
		  ○ an infographic that shares information about a lifetime of reading
		  ○ observation checklists or other evidence collected by the teacher
			• The assessment is divided into two parts:
			  ○ Part A: Digital systems
			  ○ Part B: Create a maze game
			  ○ Both parts involve individual and collaborative elements.
			• The assessment can be completed at the end of the unit when the learning topics have been completed. Alternatively, assessment can be completed progressively throughout the unit. Suggested checkpoints for completing the assessment appear in the topic outlines. Teachers may choose to provide formative feedback and give students the opportunity to refine their work before moving to the next stage.
			• The assessment task A-maze-ing digital designs: Portfolio has been provided for students to present evidence that aligns with the Years 5–6 Band for Digital Technologies. The Guide to making judgments assists teachers to consider quality of the student response against the achievement standard.
			• The model response includes assessment task A-maze-ing digital designs: Creating a-maze-ing digital designs — Model response (video) of a completed sample visual programming maze game and assessment task A-maze-ing digital designs: Portfolio — Model response showing teacher generated answers to the questions in the assessment task.
			• The assessment task A-maze-ing digital designs: Portfolio — Suggested marking guide for maze game solution contains further advice to assist teachers to evaluate the game.

Aspects of the achievement standard		
explain the fundamentals of digital system components (hardware, software and networks) and how digital systems are connected to form networks		
explain how digital systems use whole numbers as a basis for representing a variety of data types		
define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems		
incorporate decision-making, repetition and user interface design into their designs and implement their digital solutions, including a visual program		
explain how information systems and their solutions meet needs and consider sustainability		
manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols		

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Visual Arts — Years 5 to 6 Band Plan

2019 CURRICULUM	Achievement Standard	
	By the end of Year 6, students explain how ideas are represented in artworks they make and view. They describe the influences of artworks and practices from different cultures, times and places on their art making. Students use visual conventions and visual arts practices to express a personal view in their artworks. They demonstrate different techniques and processes in planning and making artworks. They describe how the display of artworks enhances meaning for an audience.	
	YEAR 5	YEAR 6
	SEMESTER 2	SEMESTER 1
	Unit 1	Unit 1
Unit name	**The animal within**	**The animal within**
Unit description	In this unit, students will focus on representation of animals as companion, metaphor, totem and predator.	In this unit, students will focus on representation of animals as companion, metaphor, totem and predator.

ASSESSMENT		YEAR 5 SEMESTER 2	YEAR 6 SEMESTER 1
		Summative assessment task 1	Summative assessment task 1
Range and balance of summative assessment conventions	**Description**	Students explore artists' use of animal representations and relationship to environment as inspiration for a sculptural artwork.	Students explore artists' use of animal representations and relationship to environment as inspiration for a sculptural artwork.
	Mode	Collection of work	Collection of work
	Conditions	• Undertaken individually • To be completed in a number of supervised sessions • Length of written responses: 50–300 words	• Undertaken individually • To be completed in a number of supervised sessions • Length of written responses: 50–300 words
Aspects of the achievement standard			
Explain how ideas are represented in artworks they make and view.			
Describe the influences of artworks and practices from different cultures, times and places on their art making.			
Use visual conventions and visual arts practices to express a personal view in their artworks.			
Demonstrate different techniques and processes in planning and making artworks.			
Describe how the display of artworks enhances meaning for an audience.			

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

Australian Curriculum: Drama — Years 5 to 6 Band Plan

2019 CURRICULUM	Achievement Standard	
	By the end of Year 6, students explain how dramatic action and meaning is communicated in drama they make, perform and view. They explain how drama from different cultures, times and places influences their own drama making. Students work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, playbuilding and performances of devised and scripted drama for audiences.	
	YEAR 5 SEMESTER 1	YEAR 6 SEMESTER 1
	Unit 2	Unit 1
Unit name	**My Hero**	**Natural Disasters**
Unit description	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.	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.

ASSESSMENT		YEAR 5 SEMESTER 1 Summative assessment task 1	YEAR 6 SEMESTER 2 Summative assessment task 1
Range and balance of summative assessment conventions	**Description**	Students devise, perform and respond to drama based on the style of melodrama.	Students devise, perform and respond to a documentary drama. Partner Unit – Year Six Science – Unit 3
	Mode	Collection of work	Collection of work
	Conditions	• Undertaken in groups • Length: • Making — Devising: 15–30 seconds • Responding: 50–300 words • Making — Performing: 1–2 minutes	• Undertaken individually and in groups • Individual contributions assessed in collaborative tasks • Stimulus material provided prior to assessment • Making — Devising: devised group scene — approximately two minutes • Making — Performing: performance of devised drama — approximately two minutes • Responding: written — approximately 300 words
Aspects of the achievement standard			
Explain how dramatic action and meaning is communicated in drama they make, perform and view.			
Explain how drama from different cultures, times and places influences their own drama making.			
Work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, playbuilding and performances of devised and scripted drama for audiences.			

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard