



Cloncurry State School P-6 Curriculum Overview 2015-16



	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
ENGLISH – 7hrs p/w	P Enjoying our new world In this unit, students listen to and read texts to explore predictable text structures and common visual patterns represented 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.		Enjoying stories Students listen to and engage with a range of literary and non-literary texts to explore predictable structures and common visual patterns represented.		Interacting with others Students listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge, a range of language features, and to identify common visual patterns.		Responding to texts Students have multiple opportunities to explore a range of texts, including the oral narrative traditions of Aboriginal peoples and Torres Strait Islander peoples; contemporary literature of these two cultural groups; and classic and contemporary world literature, including texts from and about Asia. Students explore text structure and organisation by examining and responding to literature and creating a short imaginative text which includes illustrations.	
MATHS – 5 hrs p/w	P Unit 1 Number & Algebra (Number & Place Value) Students have opportunities to develop understandings of: <ul style="list-style-type: none"> Counting — sequence of numbers to 20 Subitising — small collections to 5 Number names, numerals, quantities to 10 — making connections Ordinal numbers — ‘first’ and ‘second’ to show ordinal position Time — sequencing and connecting familiar events. 		Unit 2: Unit 2 Students will be explicitly taught: <ul style="list-style-type: none"> counting understanding numbers to 10 copying continuing and creating patterns describing position and movement. 		Unit 3 Unit 3 Students will be explicitly taught: <ul style="list-style-type: none"> comparing and ordering collections sorting, classifying and describing objects and two dimensional shapes and three-dimensional objects in the environment collecting information through questioning. 		Unit 4 Unit 4 Students will be explicitly taught: <ul style="list-style-type: none"> representing practical situations to model addition and sharing using direct and indirect comparisons 	
SCIENCE – 1 hr p/w	P Our Living world In this unit students use their senses to investigate the needs of living things, both animals and plants, in natural and man-made environments. Students determine that the survival of all living things is reliant on basic needs being met and discuss the consequences for living things when their needs are not met. Students consider the impact of human activity and natural events on the availability of basic needs and describe some sustainable practices that they could implement to protect Earth’s resources and support the provision of the needs of living things. Assessment <ul style="list-style-type: none"> Monitoring - Representation of a farm environment Monitoring - Representation of a natural environment Portfolio - Collection of student work 		Unit 2: Our material world In this unit, students use their senses to examine familiar objects. They explore the materials of which these objects are made and their properties. Students will: <ul style="list-style-type: none"> explore familiar objects to gather information about the material they are made from respond to questions about everyday objects use their senses to make their observations about familiar objects sort and classify objects on the basis of properties of materials investigate the property of a material in a range of different objects investigate an object (e.g. a cup) made from different materials (e.g. plastic, paper) Select the most appropriate materials for the construction of an object and explain the reason for their choice. 		Unit 3: Weather watch In this unit, students explore daily and seasonal changes in the weather. They make links to how these changes in their immediate environment affect them and their daily activities. Students will: <ul style="list-style-type: none"> examine their current observations of the daily and seasonal changes respond to questions about the weather, making observations using their senses make links to how changes in the weather modify their behaviour and dress listen to the stories about how Aboriginal and Torres Strait Islander concepts of time and weather patterns explain how things happen Formulate generalisations about how changes in the weather might affect plants and animals. 		Unit 4: I like to move it, move it In this unit, students examine how things move. They draw conclusions about the factors influencing that movement. Students will: <ul style="list-style-type: none"> make observations of movement using their senses explore how familiar living things move make links between the movement of living things and their size and shape make links between the movement of living things and their environment explore the way different objects move respond to questions about moving objects investigate the movement of different-sized, but similar-shaped objects Construct an object that moves and explain factors influencing the movement. 	
HISTORY 30min p/w	P Exploring fabulous families <i>What is my history and how do I know it?</i> In this unit, students will investigate their own personal story, including their family background and relationships within their family. Through an appreciation of family stories, students will develop an understanding of their own history. They will also examine family structures and appreciate that diverse family groups today have commonalities as well as differences. Assessment <ul style="list-style-type: none"> Monitoring - Observation Portfolio - My family 				Tell me a story about the past <i>How can stories of the past be told and shared?</i> <i>What stories do other people tell about the past?</i> In this unit, students will investigate and understand how they and the stories of others communicate information about the past, recognise that families commemorate different and similar events according to their beliefs, listen to and appreciate family stories and stories of Aboriginal peoples and Torres Strait Islander people. Assessment <ul style="list-style-type: none"> Guided research – Presentation (multimedia) 			



Cloncurry State School P-6 Curriculum Overview 2015-16



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Early learning areas	Specific focus within the early learning areas						Key learning areas		
Active learning processes	Thinking	Children think and enquire by: <ul style="list-style-type: none"> generating and discussing ideas and plans and solving problems. 						SOSE Technology	
	Investigating	Investigating the natural world	Children think and enquire by: <ul style="list-style-type: none"> investigating their ideas about phenomena in the natural world developing shared understandings about these phenomena. 						
		Investigating technology	Children think and enquire by: <ul style="list-style-type: none"> investigating technology and considering how it affects everyday life 						
		Investigating environments	Children think and enquire by: <ul style="list-style-type: none"> Investigating features of, and ways to sustain, environments. 						
	Imagining and responding	Children generate, represent and respond to ideas, experiences and possibilities by: <ul style="list-style-type: none"> experimenting with materials and processes in a variety of creative, imaginative and innovative ways discussing and responding to the qualities of their own and others' representations, experiences and artistic works. 							
Social & personal learning	Social learning	Children sustain relationships by: <ul style="list-style-type: none"> acknowledging and negotiating rights, roles and responsibilities in a range of contexts cooperating with others in social situations. Children build early understandings about diversity by: <ul style="list-style-type: none"> investigating and communicating positively about the social and cultural practices of people in their community. 						SOSE HPE	
	Personal learning	Children build a positive sense of self by: <ul style="list-style-type: none"> developing a sense of personal identity as a capable learner acting with increasing independence and responsibility towards learning and personal organisation. 							
Health & physical learning	Making healthy choices	Children build a sense of wellbeing by making choices about their own and others' health and safety with increasing independence.						HPE	
	Gross-motor	Children build a sense of wellbeing by using and extending gross-motor skills when integrating movements and using equipment.							
	Fine-motor	Children build a sense of wellbeing by using and extending fine-motor skills when integrating movements and manipulating equipment, tools and objects.							



Cloncurry State School P-6 Curriculum Overview 2015-16



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ENGLISH – 7hrs p/w	1 Exploring emotion in picture books Unit focus: In this unit students listen to, read, view and interpret written picture books, including stories from Aboriginal and Torres Strait Islander cultures. They identify emotive content and justify their interpretations of the stories.	Unit 2: Explaining how a story works Students listen to, read and view a range of picture books in order to analyse and explain a familiar story.	Exploring characters in stories Text type: spoken, written and multimodal literary texts Unit focus: 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 written character descriptions.	Engaging with poetry Text type: humorous poems Unit focus: Students listen to, read and view a variety of humorous poems to identify and justify humour in poems. Students recite a humorous poem to the class and reflect on their recitation.	Examining language of communication – questioning Text type: a variety of texts using animal characters Unit focus: Students listen to, read, view and interpret texts with animal characters to explore how they reflect human qualities. Students present an interview in pairs asking open and closed questions of an animal character.	Retelling stories from other cultures Text type: picture books and stories Unit focus: Students listen to, read, view and interpret picture books and stories including a wide selection from different cultures to retell a favourite story in writing to an audience of peers.	Creating digital procedural texts Text type: interpret written and digital procedural texts Unit focus: Students listen to, read, view and interpret written and digital procedural texts to explore predictable text structures and images in information texts. Students create a multimodal written and visual presentation of a procedure.	Creating digital texts Text type: range of narrative texts Unit focus: Students listen to, read, view and interpret a range of narrative texts to create digital innovation on a favourite story. Students present a spoken persuasive justification about the choices for their innovation
MATHS – 5hrs p/w	1 Unit 1: Time and Number Shape and Money Addition and subtraction Skip count, count on and count back	Unit 2: Time Location and transformation Shape Number and place value Addition and subtraction	Unit 3 number patterns skip counting addition and subtraction problems length and capacity data collection & presentation	Unit 4 number patterns skip counting addition and subtraction problems attributes of coins 2D & 3D Objects	Unit 5 addition, subtraction, partitioning skip counting fractions: half/whole Australian coins 2D & 3D Objects.	Unit 6 addition, subtraction, partitioning skip counting fractions: half/whole language of chance data collection & presentation	Unit 7 addition, subtraction, partitioning fractions: half/whole length and capacity time: to the half-hour months, weeks days & hours days of the week	Unit 8 addition, subtraction, partitioning fractions: half/whole Australian coins @directions chance: outcomes data collection & presentation
SCIENCE – 1hr p/w	1 Unit 1: Living adventure In this unit, students make links between external features of living things and the environment where they are found. They explore a range of habitats and consider the differences between healthy and unhealthy habitats. Students predict how change to habitats can affect how the needs of living things are met.			Unit 2: Material Madness Students explore materials and describe their properties. Describe the actions they use when making physical changes to a material to make an object for a purpose. Recognise that the properties of a material affect the physical changes that can be made and the purpose for using a particular material in their everyday lives. Respond to questions, make predictions and investigate the effects of making physical changes to materials and objects through guided investigations.	Unit 3: Changes around me. Students will describe the observable features of a variety of types of landscapes and skies. They will consider changes in the sky and landscape, in particular day and night, and the impact on themselves and other living things. Students will represent observable features and share ideas with others about changes in the sky and landscapes and how they affect everyday life.			Unit 4: Light and Sound 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 is 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 and communicate their understandings in a variety of ways.
HISTORY – 30min p/w		Unit 1: At this moment in time How do we describe the sequence of time? Develop an understanding of terms indicating the passing of time which are frequently used in stories and conversations about the past and how these terms are used to describe dates and changes that have personal significance.				Unit 2: Exploring yesterday and today – my grandparents, my parents and me How has family life changed or remained the same over time? How can we show that the present is different from or similar to the past?		
Geography			Unit 1: How do people use places? What are the different features of places? How can we care for places? How can spaces within a place be rearranged to suit different purposes?				Unit 2: What are places like? What are the different features of places? How can we care for places?	



Cloncurry State School P-6 Curriculum Overview 2015-16



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TECHNOLOGY				Unit 1: Designing a Product Understanding the importance of technology and design a product.				Unit 2: Let's Celebrate Students investigate, design and make a Christmas decoration to be used as part of their classroom celebration
The Arts	Unit 1: Art Attack Using colours (cool and warm) line and texture to create artworks.					"Media Madness" Learning about how still and moving images, sounds and words are used in TV ads to encourage people to buy products.		
PE	Unit 1: Catch that Bean Students will develop their fundamental movement skills while completing beanbag activities and challenges within groups of varying sizes	Unit 2: Swim and Gym Students will develop aquatic skills and swimming strokes. Students will perform aquatic skills in a sequence that incorporates the elements of movement	Unit 3: I'm a 'balliever' Students will develop locomotor and object control skills. Students will experiment with using different equipment and parts of their body. They will propose a range of alternatives and test their effectiveness when solving movement challenges	Unit 4: Catch Me If You Can Students will participate in simple tagging games which incorporate fundamental movement skills. They will propose a range of alternatives and test their effectiveness to solve movement challenges.		Unit 5: Here We Go Do Se Do Students will explore movement in response to music. Students will create and perform a sequence of movement to music	Unit 6: Swim and Gym Students will develop aquatic skills and swimming strokes. Students will perform aquatic skills in a sequence that incorporates the elements of movement	
Health		Unit 1: A Little Independence Describe physical and social changes that occur as they grow. They describe their personal strengths and achievements, and discuss how these are acknowledged and celebrated. Identify similarities and differences, and recognise how diversity contributes to identities	Unit 2: Good choices, healthy me Students will examine health messages related to the health benefits of physical activity, nutritious dietary intake and maintain good personal hygiene habits to help them stay healthy. Describe actions that keep themselves and others healthy in different situations.			Unit 3: We all belong Students explore the need to belong and how people meet the need and how to include others in activities. Identify the reasons why people are included and describe the social changes that occur in Year 1 and develop skills to get along with people.	Unit 4: Emot-ions. Students identify their strengths and achievements and conclude that each individual is different. Students explore their uniqueness and emotions and how they express them appropriately	
Music	1 We've got the Beat In this unit students are exploring the beat and the rhythm, high and low sounds through rhythmic activities and so and me songs.		I'm a singing champion In this unit students are exploring the voice and how it changes from speaking and singing as well as building on previous understandings		Rhythm Explorer In this unit students are exploring how rhythms are created and how to read so and me on the music stave.		Christmas has come! In this unit students are learning about Christmas carols and the culture surrounding them as well as building on previous understandings.	



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ENGLISH – 7hrs p/w	<p>2 Reading, writing and performing poetry</p> <p>In this unit, students read and listen to a range of poems to create an imaginative poetry reconstruction. Students present their poem or rhyme to a familiar audience.</p>	<p>Stories of families and friends</p> <p>Students will explore texts to analyse how stories convey a message about issues that relate to families and friends. Students will write a biography about a character from a book and present it in multimodal digital form.</p>	<p>Identifying stereotypes</p> <p>Text types: a variety of texts to explore how depictions of characters in print, sound and images create stereotypes</p> <p>Unit focus: Students read, view and listen to a variety of texts to explore how depictions of characters in print, sound and images create stereotypes. Students create an imaginative digital written and spoken "Who am I?" of a stereotypical character and present to an audience of peers.</p>	<p>Responding persuasively to narratives</p> <p>Text types: a variety of literary texts to explore how stereotypes are used to persuade audiences</p> <p>Unit focus: Students read, view and listen to a variety of literary texts to explore how stereotypes are used to persuade audiences. Students create a persuasive response comparing how the visual representations of a character are depicted differently in two publications of the same story, giving reasons for a particular preference.</p>	<p>Exploring procedural texts</p> <p>Text types: a variety of everyday procedural texts and familiar stories that involve a procedure e.g. fairy tales, traditional stories and contemporary stories</p> <p>Unit focus: Students read, view and listen to a variety of everyday procedural texts and familiar stories that involve a procedure e.g. fairy tales, traditional stories and contemporary stories. Students develop multimodal instructions for a familiar procedure and present this in role e.g. how to build a straw house — <i>The Three Little Pigs</i>.</p>	<p>Exploring informative texts</p> <p>Text types: a range of informative texts and familiar stories; simple newspaper reports</p> <p>Unit focus: Students read, view and listen to a range of informative texts and familiar stories to create a newspaper report about an event in a literary text.</p>	<p>Exploring narrative texts</p> <p>Text types: a range of stories from other cultures, including traditional oral tales, picture books, film, plays and drama performances</p> <p>Unit focus: Students read, view and listen to a range of stories from other cultures. They create a written recount of an event in the life of a person or character from one of the stories studied.</p>	<p>Exploring plot and characterisation in stories</p> <p>Text types: a variety of stories including dreaming stories, picture books, traditional tales and digital texts</p> <p>Unit focus: Students explore a variety of stories including dreaming stories, picture books, traditional tales and digital text to explore how stories use plot and characterisation to entertain and engage an audience. Students recreate a segment from a story in cartoon form.</p>
MATHS – 5hrs p/w	<p>2 Unit 1</p> <ul style="list-style-type: none"> Duration of time: dates, days, months and seasons of the year Number sequences Place value: representation Partitioning, addition and subtraction Mental computation 	<p>Unit 2</p> <ul style="list-style-type: none"> Skip counting Place value: representation Computation: addition and subtraction Measurement Chance events 	<p>Unit 3</p> <ul style="list-style-type: none"> collections to 1000+ addition and subtraction halves, quarters, eighths & associated turns measurement 	<p>Unit 4</p> <ul style="list-style-type: none"> collections to 1000+ addition and subtraction halves, quarters, eighths & associated turns number patterns division 2D & 3D objects data collection & presentation 	<p>Unit 5</p> <ul style="list-style-type: none"> Multiplication & division halves, quarters and eighths of collections coins & notes chance: events 	<p>Unit 6</p> <ul style="list-style-type: none"> multiplication and division halves, quarters, eighths length, area, volume, mass & capacity 3D Objects Problems: time, seasons and calendars. 	<p>Unit 7</p> <ul style="list-style-type: none"> addition, subtraction, multiplication, division halves, quarters, eighths & turns 2D & 3D objects interpret maps of familiar locations 2D & 3D shapes, flips & slides. 	<p>Unit 8</p> <ul style="list-style-type: none"> addition, subtraction, multiplication, division halves, quarters, eighths & turns
SCIENCE – 1 hr p/w	<p>2 Unit 1 Mix, make and use</p> <p>In this unit, students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose.</p>			<p>Unit 2: Toy factory</p> <p>In this unit, students explain the movement of objects used for their play and relate these to the pushes and pulls involved. Students then apply this knowledge to explain the movement of a toy they create.</p>	<p>Unit 3: Good to grow</p> <p>In this unit, students explore how living things change as they grow. Students will identify patterns of growth and the relationships between parents and their offspring.</p>			<p>Unit 4: Save planet Earth</p> <p>In this unit, students investigate ways the Earth's resources can be used and managed. They will identify actions to conserve these resources</p>
HISTORY – 30min p/w		<p>Unit 1 Exploring the impact of changing technology on people's lives</p> <p>How have changes in technology shaped our daily life?</p>				<p>Unit 2: Exploring my local community</p> <p>What aspects of the past can you see today? What do they tell us?</p> <p>What remains of the past are important to the local community? Why?</p>		
Geography			<p>Unit 1 Exploring similarities and differences in places near and far</p> <p>What would it be like to live in a neighbouring country?</p>				<p>Unit 2: How are people and places connected?</p> <p>How are people connected to their place and other places?</p> <p>What factors affect my connection to places?</p>	



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TECHNOLOGY				Unit 1 Making Models Students use resources to match a design requirement. Using simple techniques and tools to create a product. ie. Poster, shaping clay, decoration.	Unit 2 Games Designing and making a product for a specific purpose, taking into consideration audience availability of resources			
The Arts	“Act it Out” Learning to portray characters (roles) in short plays; movement, voice, body language, cues, space.							Let’s Dance” Learning to perform a variety of movement sequences in dance.
PE	Unit 1 Swim Swim: Tadpole tales In this context, students will develop aquatic skills and swimming strokes. Students will perform aquatic skills in a sequence that incorporates the elements of movement	Unit 2 Gym: iMove iJump iLand Students will develop and perform static balances, locomotion skills, rotations, springs and landings. They will also perform these gymnastic skills as a continuous movement sequence that incorporates the elements of under, over and through the air.	Unit 3 They keep me rolling In this unit students will demonstrate fundamental movement skills during activities using scooter boards.	Unit 4 Ropes and rhymes In this unit students will create and participate in games and challenges that combine music and skipping ropes.		Unit 5 Kick it, hit it In this unit students will perform the object control skills of kicking and striking while participating in minor games and team challenges.	Unit 6 Swim: Tadpole tales In this context, students will develop aquatic skills and swimming strokes. Students will perform aquatic skills in a sequence that incorporates the elements of movement	
Health		Unit 1 My classroom is healthy , safe and fun Investigate the concept of what health is and the foods and activities that make them healthy. Explore opportunities in the classroom environment where healthy and safe practices can be implemented. Identify the actions that they can apply to keep themselves and others’ healthy and safe in their classroom.	Unit 2: Our culture Students explore what shapes their own, their family & classroom’s identity. They will examine similarities & differences in individual and groups & ways to include others to make them feel that they belong. Students will explore the importance of celebrating who they are and respecting each other’s similarities & differences.			Unit 3 Stay safe Students identify safe and unsafe situations for children such as personal safety, taking medicines, water and sun safety. They identify people in their lives that would help to keep them safe in personal situations.	Unit 4: Advertising targets Health messages which are targeting their age group such as advertising –sun and water safety, food. They identify the products that are being sold and how they sell the products. Students identify slogans and create their own positive health message.	
Music	Singing Superstars! In this unit students are learning about songs, how they are created and what their purpose is in modern culture.		Little Mozarts In this unit students are learning about rhythm creation and how to include Tika Tika and Zah into their rhythm creation		Am I a speedy Gonzala or a sleepy turtle? In this unit students are learning about tempo and how it can be fast or slow.		Dynamics are fun! In this unit students will learn how to identify and use ‘loud’ and ‘soft’ within music. They will apply these to songs and rhythms created.	



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ENGLISH – 7 hrs p/w	3 Analysing and creating a persuasive text In this unit students read, view and analyse digital and written persuasive texts. They complete a running record and reading comprehension and write short persuasive texts.	Investigating characters Students listen to, view, read and explore short narratives, simple chapter books or digital stories to explore the use of descriptive language in the construction of character. Students read an extract from a novel and build literal and inferred meaning from the text. They express a point of view about the thoughts, feelings and actions of the main characters in a novel.	Unit 3: Exploring personal experiences through events Text types: literary and informative texts portraying experiences of an event or celebration Unit focus: Students read and listen to written and spoken literary and informative texts to identify the way authors portray experiences of an event or celebration. Students plan and deliver a multimodal persuasive presentation of a chosen event or celebration.	Unit 4: Exploring procedure Text types: informative, literary and digital texts on caring for other things, including instruction manuals Unit focus: Students listen to, read, view and analyse informative, literary and digital texts on caring for other things, including instruction manuals to plan and create a written procedure which includes related visual images.	Unit 5: Reading and responding to different versions of a story Text types: a range of stories, with a focus on different versions of the same story Unit focus: Students listen to, view, read and compare a range of stories, with a focus on different versions of the same story. They create a spoken retell of a story they select from another perspective.	Unit 6: Creating online narratives Text types: a range of narratives presented as simple chapter books, including digital texts Unit focus: Students listen to, read and view a range of narratives presented as simple chapter books, including digital texts. They demonstrate understanding through written responses, focusing on language used to describe and shape setting and events of a chosen narrative. Students create a multimodal online narrative innovating on a narrative studied in class by revising the ending.	Unit 7: Reading, writing and performing poetry Text types: a range of poetry from and about Australia's past Unit focus: Students listen to, read and view a range of poetry from and about Australia's past to create and perform a written poem that includes the use of imagery.	Unit 8: Reading, writing and responding to people's stories from the past Text types: informative and imaginative texts, including online texts, set in the past about people and their experiences Unit focus: Students listen to, read and view informative and imaginative texts, including online texts, set in the past about people and their experiences. They retell in role the experiences of a character or person from a selected text.
MATHS – 5 hrs p/w	3 Unit 1 <ul style="list-style-type: none"> Place value: 4-digit Time: 5min, min/sec Measurement :cm/m Addition and subtraction Money: equivalence 	Unit 2 <ul style="list-style-type: none"> Place value: 4-digit Number patterns Addition and subtraction Money — representing money values and calculating change Location — interpreting position and pathways. 	Unit 3 <ul style="list-style-type: none"> partition and regroup to 10 000 recall and use single digit addition facts fractions: 1/2, 1/4, 1/3, 1/5 3D objects Environmental symmetry 	Unit 4 <ul style="list-style-type: none"> partition and regroup to 10 000 addition facts fractions: 1/2, 1/4, 1/3, 1/5 chance experiments data collection & presentation 	Unit 5 <ul style="list-style-type: none"> place value to 10 000 multiplication facts of 2, 3, 5 and 10 multiplication facts and related division facts multiples of fractions length, mass and capacity time units 	Unit 6 <ul style="list-style-type: none"> place value to 10 000 multiplication facts of 2, 3, 5 and 10 multiplication facts and related division facts problems: multiplication money transactions to the nearest 5 cents shapes, symmetry and angles of turn 3D objects 	Unit 7 <ul style="list-style-type: none"> partition and regroup to 10 000 problems: multiplication money transactions to the nearest 5 cents shapes, symmetry and angles of turn 3D objects 	Unit 8 <ul style="list-style-type: none"> partition and regroup to 10 000 problems: multiplication money transactions to the nearest 5 cents grid maps shapes, symmetry and angles of turn
SCIENCE 1hr 45 min p/w	3 Is it living? In this unit students will justify groupings of living and non-living things according to observable features and recognise once-living things. Students will investigate the living and non-living things in their local environment and recognise the use of this science knowledge in their lives.			Unit 2: Spinning Earth In this unit, students will demonstrate their knowledge of Earth's rotation on its axis. They will explore different cultural understandings of the relationship between the sun and Earth causing day and night.	Unit 3: Hot stuff In this unit, students investigate how heat can be transferred through conduction. Students demonstrate this knowledge about heating by adapting a familiar task.		Unit 4: What's the matter? This unit involves students investigating the properties of solids and liquids and the effect of adding or removing heat. Students will evaluate how adding or removing heat affects materials in everyday life.	
HISTORY – 1 hr p/w		Unit 1: Investigating Celebrations, commemorations and community diversity. In this unit, students will develop an understanding of the significance of celebrations and commemorations from Australia and other places around the world			Unit 2: Exploring continuity and change in local communities <i>Who lived here first and how do we know?</i> <i>How has our community changed?</i> <i>What features have been lost and what features have been retained?</i>			
Geography			Unit 1 Exploring similarities and differences in places near and far What would it be like to live in a neighbouring country? How and why are places similar and different?				Unit 2: Protecting places near and far Inquiry questions: How do people's feelings about places influence their views about the protection of places?	



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TECHNOLOGY	3							Will it Work?" Selecting, manipulating and processing resources to meet design	
The Arts	3	Visual Arts Famous Artists" Using colours, line, texture and shape to create artworks inspired by famous artists.					Unit 2 Media Students use still & moving images, sounds & words in TV advertisement		
PE	3	Unit 1 Swim: students will develop aquatic skills and swimming strokes. Students will perform aquatic skills in a sequence that incorporates the elements of movement		Unit 3 Take your marks, get set, play In this unit, students will develop the fundamental movement skills of running, jumping and throwing.		Unit 4 Kicking and Passing In this unit, students will develop kicking and passing skills in different games and sports. They will adopt inclusive practices and apply strategies for working cooperatively. They will also apply rules fairly.		Unit 5 Party dance In this unit, students will perform social dances individually and in groups	Unit 6 Swim: students will develop aquatic skills and swimming strokes. Students will perform aquatic skills in a sequence that incorporates the elements of movement
Health	3		Unit 1 Good friends Explore the impact of positive social interaction on self-identity	Unit 2 Feeling Safe Students explore risk taking behaviours, their rights and responsibilities and decision making strategies. They explore bullying and strategies to reduce it and identify people who can help them make good decisions and stay safe.			Unit 3 Healthy futures In this unit, students explore the concept of sustainable practice and how they can contribute to the sustainability of the environment. They participate in the development of sustainable practice in the school environment.	Unit 4 I am active In this unit, students investigate the concepts of physical activity and sedentary behaviours while searching the recommendations of physical activity for 5 to 12 year olds. They explore the benefits of physical activity and investigate ways to increase physical activity.	
Music	3	<i>Round and Round and Round we go</i> In this unit students are learning about songs as rounds. They will explore what a round is and how it is created. Students will also learn the musical names for 'soft' and 'loud'.		<i>Kentucky Fried Chicken and a Pizza Hut!</i> In this unit students are learning about ostinatos and building on previous understandings of rounds, dynamics and rhythm.		<i>Glockenspiel Mad ness!</i> In this unit students are learning about glockenspiels, how they are used, glockenspiel safety and how to play simple melodies and rhythms on them. They will also learn the musical terms: Allegro and Adagio and the rhythm: tika – ti.		<i>We're the next One Direction!</i> In this unit students are learning about pop culture and singing. They are also preparing for the Christmas Pageant in Week 9. Students will add ti-tika to their rhythm knowledge	



Cloncurry State School P-6 Curriculum Overview 2015-16



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ENGLISH – 6hrs n/w	5 Examining literary texts - fantasy novel In this unit, students listen to, read and interpret a novel from the fantasy genre showing understanding of character development in relation to plot and setting. They demonstrate the ability to analyse the development of a main character through a written response.	Creating fantasy characters In this unit, students continue to read and interpret a novel from the fantasy genre showing understanding of character development. In role as the author, they deliver a spoken presentation to explain the text structures and language features used to create one 'good' character and one 'evil' character.	Examining media texts Text type: news articles and news reports from magazines, journals, newspapers, television and internet websites Unit focus: Students listen to, read, view and interpret a range of news articles and reports from magazines, journals, newspapers, and television and internet websites to respond to viewpoints portrayed in media texts. They create a multimodal news article, including written, visual, spoken and/or audio elements, from a particular viewpoint.	Speaking to persuade others Text type: range of multimodal information and literary texts such as newspaper reports, diary entries, letters, journals, novels, poems and short stories of an event or happening during colonial Australia Unit focus: Students listen to, read, view and interpret a range of literary and informative texts set during colonial Australia that portray particular cultural groups. They create a persuasive spoken presentation giving an author's representation of a particular cultural group.	Appreciating poetry Text type: poetry, songs, anthems and odes from different times Unit focus: Students listen to, read and view a range of poetry, songs, anthems and odes from different times to create a folio of responses. They analyse authors' use of language and its impact on the messages and ideas of text.	Responding to poetry Text type: range of narrative poetry including ballad Unit focus: Students listen to, read and view a range of poetry including narrative poems to create a transformation of a chosen poem to a digital narrative. In a spoken presentation they explain why they chose particular traits of a character for their transformation of the poem.	Exploring narrative and narrative film Text type: films and novels involving flashbacks or shifts in time and non-stereotypical characters Unit focus: Students listen to, read and view films and novels with a range of non-stereotypical characters involving flashbacks or shifts in time. They create a written comparison of a novel and the film version of the novel. They demonstrate understanding of positioning of non-stereotypical characters in a chosen film through a viewing comprehension.	Reviewing narrative film Text type: narrative films and spoken, written and digital movie reviews Unit focus: Students listen to and view narrative films and spoken, written and digital movie reviews to create a written movie review of a chosen film expressing and justifying opinions during a panel discussion.
MATHS – 5hrs p/w	5 Unit 1 <ul style="list-style-type: none"> • Factors and multiples • Addition & subtraction • Fractions and decimals • data collection, display and interpretation. 	Unit 2 <ul style="list-style-type: none"> • Perimeter and area • patterns: whole numbers, fractions and decimals • Time: 12 & 24 hr time • Grid reference systems 	Unit 3 <ul style="list-style-type: none"> • Multiplication problems • number systems beyond hundredths • data collection, display and interpretation. 	Unit 4 <ul style="list-style-type: none"> • Multiplication problems • systems beyond hundredths • perimeter & area of rectangles • 3D shapes & nets 	Unit 5 <ul style="list-style-type: none"> • addition and subtraction of fractions: same denominator • equivalent number sentences • chance 	Unit 6 <ul style="list-style-type: none"> • addition and subtraction of fractions: same denominator • equivalent number sentences • length, area, volume, capacity and mass • angles. 	Unit 7 <ul style="list-style-type: none"> • addition and subtraction of fractions • chance and probability. 	Unit 8 <ul style="list-style-type: none"> • addition and subtraction of fractions • simple financial plans • grids
SCIENCE – 1hr 45min p/w	5 Unit 1: Survival in the Australian environment In this unit students will examine the structural features and adaptations that assist living things to survive in their environment. This knowledge will be used to create a creature with adaptations that are suitable for survival in a prescribed environment.		Unit 2: Our place in the solar system In this unit, students explore the place of Earth in the solar system and use this knowledge to look for patterns and relationships between components of this system. They consider how science and technology have advanced understanding of space. Students will: <ul style="list-style-type: none"> • research how the development of optical instruments and technology contributed to the discovery of the planets and major bodies in the solar system • describe how scientists from a range of cultures have contributed to understandings of space • gather and record data to compare facts about the planets and the sun • create models that show the relative size of and distance between Earth, the other planets and the sun • compare environmental conditions on other planets with those on Earth and hypothesise whether or not life is possible on other planets • examine how technologies developed to aid space exploration have impacted on society • outline Australia's involvement in space exploration • Consider Aboriginal and Torres Strait Islander stories related to the solar system. 		Unit 3: Now you see it In this unit, students investigate properties of light and the formation of shadows. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices. Students will: <ul style="list-style-type: none"> • investigate shadow formation and relationships to a light source • make predictions and investigate absorption, transmission, reflection and refraction • classify materials as transparent, opaque or translucent • draw simple, labeled ray diagrams • relate familiar phenomena (e.g. rainbows) to properties of light • discuss the role of light in their everyday lives • investigate devices that utilize light and how improved technology has led to them changing over time • construct a model of a device which uses mirrors or lenses and explain the properties of light it utilizes • Research the contributions of other cultures to the development of optical devices. 		Unit 4: Matter matters In this unit, students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They investigate the observable properties and behaviour of solids, liquids and gases, and the development of composite materials to meet the needs of modern society. Students will: <ul style="list-style-type: none"> • review the properties of solids and liquids • investigate properties of gases • describe safety considerations for handling and using gases • classify everyday materials and items as solid, liquid or gas • explore ways in which solids, liquids and gases change under different conditions • compare the range of properties within solids, liquids and gases • recognize sublimation and explain how this change in state can be useful in everyday situations • Investigate some composite materials and their classification in terms of state. 	



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HISTORY 1hr p/w	Unit 1: Exploring The Development of British colonies in Australia. <i>In this unit students will investigate the following questions:</i> - What do we know about the lives of people in Australia's colonial past and how do we know? - How did an Australian colony develop over time and why? - How did colonial settlement change the environment? In this unit, students: - recognise key events in Australia of the 1800s - appreciate how Australians came to live together and were governed overtime - investigate the economic, political and social motivations behind colonial developments, particularly the establishment of the Moreton Bay colony in Queensland, - pose questions about the reasons for migration to the colonies by people from Europe during the mid-1800s - use provided sources to examine and describe environmental impacts and aspects of daily life in the early to mid-1800s - sequence key events related to the colonisation of Australia.				Unit 2: Investigating the colonial period in Australia <i>What were the significant events and who were the significant people that shaped Australian colonies?</i> <i>What do we know about the lives of people in Australia's colonial past and how do we know?</i> In this unit, students will recognise key events in Australia of the 1800's, appreciate how Australians came to live together and were governed overtime and investigate the causes and effects of significant developments of events affecting development of the QLD colony.			
SOSE			"Ruling Australia" Investigating Australia's government and legal systems. Discovering what it means to be a good citizen. PES 1,2 & 3 WOWs 1, 5 & 9				Mapping Natural Disasters (Link with C2C Science) Using a variety of maps to retrieve information on the occurrence of natural disasters. Finding patterns and impacts of humans on these disasters. PS 2 & 5 WOWs 1 & 3	
TECHNOLOGY							"The Impact of Technology" Investigating the positive and negative impacts of developing technology. THE 3 WOWs 1 & 8	
The Arts			"Animation Creation" (Link with C2C English Unit) Using still and moving images, sounds, words, techniques and practices to produce an animation. M 1 & 2 WOWs 4 & 5				"Drama, Drama, Drama" (Link with C2C English Unit) Expressing ideas through the creating and performing of storytelling, improvisation and extended role plays. DR 1,2 & 3 WOWs 1,2 & 4	
HPE		Swimming Skills <ul style="list-style-type: none"> Strokes Starts Turns PA 1,2,3	"Stereotyping" (Link with C2C English Unit) Investigating how representations of people affect self esteem, personal identity and attitude towards others. PD 1 & 2 WOWs 1,2,3 & 4 Athletics PA 1,2,3		"Making Healthy Choices" Investigating the dimensions of health and personal, social, cultural and environmental factors that influence behaviours and choices. H 1 & 2 WOW 1,2,3 & 4 Soccer PA 1,2,3		Life-Saving Basics <ul style="list-style-type: none"> Entry Treading water Rescues PA 1,2,3	
Music	Music Maestros In this unit students will be creating their own rhythmic and melodic ostinatos to accompany a learnt song in C Major.		Glockenspiel Fever! In this unit students will be experimenting with everyday objects and how they can be used as instruments.		The Music Tree In this unit students will begin to learn about the other names for rhythms and how to draw and recognise them.		Be kind, rewind! In this unit students will revise all content from the year and strengthen weaker content areas.	



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ENGLISH – 6 hrs p/w	6 Short stories Students listen to and read a range of short stories by different authors. They investigate and compare similarities and differences in 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.	Writing a short story In this unit students read and view short stories, and write a short story about a character that faces a conflict. Students will also reflect on the writing process when making and explaining editorial choices.	Unit 3: Examining advertising in the media Text type: multimodal advertisements from magazines, billboards and television Unit focus: Students listen to, read and view advertisements from magazines, billboards and television. They demonstrate their understanding of the texts' persuasive features through written responses to comprehension questions by justifying their responses in discussions with peers. They create a digital multimodal advertisement to persuade a particular audience.	Unit 4: Examining persuasive techniques in news reports Text type: a variety of news reports from print, television, radio and internet Unit focus: Students listen to, read and view a variety of news reports from television, radio and internet to identify and analyse bias and the effectiveness of persuasive devices used to influence audiences. They create a critical review of a chosen news report.	Unit 5: Exploring literary texts by the same author Text types: a range of novels by the same author (a number of authors could be studied in this unit); also, texts that build understanding of the author, the ideas explored in the novel and textual features of novels Unit focus: Students listen to, read and view literary texts by the same author to create written responses focusing on author's style, use of language, character development and structure.	Unit 6: Interpreting a literary text Text types: a class set of a novel set in earlier times; novel/s studied in previous unit Unit focus: Students listen to, read and view a novel set in earlier times. They demonstrate their understanding of the novel through written responses by comparing the novel studied in this unit with the fantasy novel studied in Unit 5. They present an interpretation of an event from a novel set in earlier times.	Unit 7: Comparing informative texts Text types: a range of informative texts, for example recipe, manual of instructions and directions, text book with description of natural phenomena, recount of events, rules and laws Unit focus: Students listen to, read, view and analyse informative texts such as recipe books, manuals or textbooks from past and present times. They demonstrate their understanding of these texts through written responses to comprehension questions. They create a comparative essay comparing language and textual features of these informative texts.	Unit 8: Transforming a text Text types: a range of informative texts, for example recipe, manual of instructions and directions, text book with description of natural phenomena, recount of events, rules and laws Unit focus: Students listen to, read and compare informative texts, such as recipe books, manuals or textbooks, from the past with contemporary online informative texts. Students transform an informative text from the past into a contemporary multimodal digital informative text. They present a spoken justification for the choices made when creating the transformation.
MATHS – 5 hrs p/w	6 Unit 1 <ul style="list-style-type: none"> · factors, multiples, prime and composite numbers · Fractions: compare, add, subtract - related denominators · Measurement — metric system, decimals, length, mass and capacity · 3D objects: pyramids. 	Unit 2 <ul style="list-style-type: none"> · square, triangular, prime and composite numbers · Fractions and decimals: add and subtract decimals to thousandths, · Data: collect, display and interpret. 	Unit 3 <ul style="list-style-type: none"> · positive & negative numbers · fractions of a quantity · brackets & order of operations · length & area problems · representing and interpreting data 	Unit 4 <ul style="list-style-type: none"> · positive & negative numbers · multiply and divide decimals by powers of ten · order of operations · fractions, decimals and percentage · solve length and area problems. 	Unit 5 <ul style="list-style-type: none"> · multiply decimals by whole numbers and perform divisions with terminating decimals · apply the order of operations · percentage discounts · length, mass and capacity · volume and capacity · angles. 	Unit 6 <ul style="list-style-type: none"> · multiply decimals by whole numbers and perform divisions with terminating decimals · calculate percentage discounts · probability: fractions, decimals and percentage · chance experiments 	Unit 7 <ul style="list-style-type: none"> · mental and written strategies · percentage discounts · order of operations · volume and capacity · timetables · translations, reflections and rotations · Cartesian coordinate system 	Unit 8 <ul style="list-style-type: none"> · mental and written strategies · order of operations · percentage discounts · chance experiments
SCIENCE 1 hr 45min p/w	6 Making changes In this unit students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They explore the effects of reversible and irreversible changes in everyday materials and how this is used to solve problems that directly affect peoples' lives. Assessment <ul style="list-style-type: none"> • <i>Assignment/Project</i> - Reversible or irreversible? • <i>Monitoring</i> - Investigating the effect of heat on solubility 		Unit 2: Power up — electricity usage down In this unit, students investigate how energy from a variety of sources can be used to generate electricity. They evaluate personal and community choices to use renewable energy sources to enhance sustainability. Students will: <ul style="list-style-type: none"> • revise the concept of energy and apply it to the context of electricity • investigate electrical circuits and the features of the components • explore requirements for the safe use of electricity • identify energy transformations and transferences in electrical circuits and everyday electrical devices • compare electrical conductors and insulators and investigate their use • collect and examine data on household electricity use and practices that affect electrical energy consumption • suggest ways to minimize electrical energy consumption • research how moving air and water can be used to generate electricity • examine renewable sources of energy being considered by communities • Evaluate the contribution of energy sources to sustainability. 		Unit 3: Our changing world In this unit, students explore ways in which scientific understanding can assist in the early detection of natural disasters and in minimizing their impact. They consider ways science can inform choices about where people live and how they manage natural disasters. Students will: <ul style="list-style-type: none"> • research major geological and extreme weather events both in Australia and neighboring countries • compare the effects of different geological events • describe how scientists gather evidence to predict the effect of, and measure, significant geological and weather events • hypothesize relationships between volcanoes, earthquakes and tsunamis • compare the different scales used for measuring the strength of geological and weather events • consider Aboriginal and Torres Strait Islander cultural and historical understandings of these events • research the scientific work being conducted in various centres around the world to advance global disaster alerts and communications • Analyze how scientific information gathered from geological and weather events can inform the future decisions of communities. 		Unit 4: Life on Earth In this unit, students will, through the context of a local environment, investigate the relationship between the growth and survival of living things and the physical conditions of their environment. They examine ways in which humans' actions impact on the environment and living things. Students will: <ul style="list-style-type: none"> • review ways in which living things depend on the environment to survive • predict how altering the physical conditions of the environment impacts on living things • design and conduct an investigation to assess the accuracy of this prediction • research organisms that live in extreme environments (e.g. undersea volcanic vents) • participate in field studies to collect data about the physical conditions of a local environment and investigate how these support the growth and survival of living things in that environment • examine how human activities have changed the environment • debate how personal and community choices affect the growth and survival of other living things • Discuss Aboriginal and Torres Strait Islander environmental perspectives. 	



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HISTORY 1 hr p/w	6	Investigating the development of the Australian Nation - Why and how did Australia become a nation? - How did Australian society change throughout the twentieth century? In this unit, students recognise key events in the development of Australia as a nation. They examine sources to investigate Australia's path to Federation from the late 1800s to 1901. They will also examine preferred models of government, including British and American influences on Australia's system of law and government. Students will describe the experiences of Australian democracy and citizenship for a range of groups, including the status and rights of Aboriginal peoples and/or Torres Strait Islander peoples, women and children in the 20th Century. Students will explain the significance of individuals or groups who advocated for citizenship rights and those who were the beneficiaries of policies and legislation.				Unit 2: Investigating the emergence of Australia as a diverse society? Who were the people who came to Australia? Why did they come? What contribution have significant individuals and groups made to the development of Australian society? In this unit, students will recognise key events in Australia's economic and social development, appreciate how Australians came to live and work together and examine the growth of the Australian population in the twentieth century.		
SOSE	6		Australia's Identity" (Link with C2C English) Investigating pre-colonisation to Federation and the development of Australia as a nation. The evolving of National traditions, celebrations and commemorations. CI 1, 2, 3, 4, 5				"Power of Parliament" Understanding Australia's government system and the rights and responsibilities of being an Australian Citizen. PES 1, 2, 4 & 5 WOWs 8 & 10	
TECHNOLOGY	6	Class Cafe" (Link with HPE) Designing a healthy Class Cafe and planning a method of production to meet specifications, constraints and aspects of appropriateness. THE 2 WOWs 1,2,3 & 10	Electrical Resources" (Link with C2C Science) Investigating the design and selection of resources used to conduct electricity and aid electrical safety. IMS 1 & 2 WOWs 4 & 6				Transforming Texts" (Link with C2C English) Recreating an information text with digital media to make it more appealing. IMS 2 WOWs 4 & 6	
The Arts	6		"Just Dance" Combining a variety of movements to convey a message through dance. DA 1,2,3,4 & 5 WOWs 5 & 7				"Create to Communicate" (Link with C2C English) Using images, sounds, words, media techniques and practices to create a media text for a purpose. ME 1, 2 & 3 WOWs 1 & 3	
HPE	6	Swimming Skills <ul style="list-style-type: none"> Strokes Starts Turns PA 1,2,3	Catering for Kids" (Link with Technology) Investigating the 5 food groups and food intake required for growing children. Investigating how the media promotes food choices. H 2 & 4 WOW 10		"Is it Worth the Risk?" Investigating the dimensions of health and influences on making healthy choices. Promoting health and well-being. H1,2 & 3 WOWs 4 & 10		Life-Saving Basics <ul style="list-style-type: none"> Entry Treading water Rescues PA 1,2,3	
Music	6	Can I be a superstar too? In this unit students will be learning about famous composers throughout history and how they have used the music concepts students are familiar with to create masterpieces.	<i>The juxtaposition of sadness</i> In this unit students will understand the minor scale and how it differs from the major scale.		Forms and Structure In this unit students will gain understanding of how forms and structures of songs influence the message.		Be Kind, Please rewind In this unit students will revise all content from the year and strengthen weaker content areas.	

