



Prep	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
English	Unit 1: Enjoying our new world 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.	Unit 2: Enjoying and retelling stories Students 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. Students sequence events from a range of texts and select a favourite story to retell to a small group of classmates. They prepare for their spoken retelling by drawing events in sequence and writing simple sentences.	Unit 3: 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 and a range of language features. Students create a rhyming verse and recite it to a familiar audience. They listen while others present their rhyme and show knowledge of rhyme by identifying the rhyming words that they have used.	Unit 4: Responding to text Students have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students create a short imaginative multimodal text that includes illustrations.
Maths Highlighted = units formally assessed	Unit 1: Prep students have opportunities to develop understandings of: <ul style="list-style-type: none"> Patterns and algebra Using units of measurement Number and place value Location and direction 	Unit 2: Prep students have opportunities to develop understandings of: <ul style="list-style-type: none"> Using units of measurement Shape Number and place value Location and transformation Data representation and interpretation Patterns and algebra 	Unit 3: Prep students have opportunities to develop understandings of: <ul style="list-style-type: none"> Using units of measurement Number and place value Patterns and algebra Data representation and interpretation 	Unit 4: Prep students have opportunities to develop understandings of: <ul style="list-style-type: none"> Number and place value Using units of measurement Location and transformation
Science	Unit 1: Our living world Students use their senses to observe the needs of living things, both animals and plants.	Unit 2: Our material world Students examine familiar objects using their senses and understand that objects are made of materials that have observable properties.	Unit 3: Weather watch Students use their senses to observe the weather and learn that we can record our observations using symbols.	Unit 4: Move it, move it Students engage in activities from the five contexts of learning: play, real-life situations, investigations, routines and transitions, and focused learning and teaching.
HASS	Unit 1: My family history Inquiry questions: <ul style="list-style-type: none"> What is my history and how do I know? 		Unit 2: My special places Inquiry questions: <ul style="list-style-type: none"> What are places like and what makes them special? 	
Technologies	Design and Technologies – Unit 2: Grow, grow, grow Food fibre and production and food specialisations Students explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating. They design solutions for a farm to enable successful food and fibre production and make a food product from garden produce. <ul style="list-style-type: none"> Links with Science Prep Unit 1 – Our living world 		Digital Technologies – Handy Helpers Students learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. School focus: <ul style="list-style-type: none"> Understanding digital systems and their uses in society. (Unit 1 Assessment Task – Part A) 	
Art	Unit 1: Media Arts – Family Stories Students create media artworks to present a story about their family. -Links to HASS unit 1	Unit 5: Drama – Stories Come to Life Students make and respond to drama by exploring ways that texts and stories can be enacted using voice and movement. -Links to English unit 2	Dance: Footsteps	Unit 1: Visual Art – New stories Students create new stories in artworks by collaging characters, objects and landscapes from different artworks.
Music	Unit 4: Music in our new world Students explore fiction and non-fiction books and everyday texts as stimulus for music making and responding.		Unit 1: Let's Sing and Play together Students explore rhymes and songs as stimulus for music making and responding.	
PE	School Unit: Swimming with balls Students develop their fundamental movement skills while completing swimming activities and challenges as individuals and group. PMP (Perceptual Motor Program) – 35 mins per week	Unit 1: Let's get moving Students develop the fundamental movement skills of running, hopping, jumping and galloping through active participation in activities, games and movement challenges. PMP (Perceptual Motor Program) – 35 mins per week	Unit 4: Animal grove Students explore the elements of movement (speed, level and shape) and perform movement in response to music. They also describe how their body responds to movement. PMP (Perceptual Motor Program) – 35 mins per week	Unit 3: Who wants to play? Students demonstrate personal and social skills to include others and describe their feelings after participating in a range of active games. PMP (Perceptual Motor Program) – 35 mins per week
Health	Unit 1: I can do it! Students explore information about what makes them unique and their strengths and achievements. They participate in play.	Unit 2: I am growing and changing 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.	Unit 3: Looking out for others Students identify and describe different emotions people experience. They explore and practice ways to interact with others in a variety of settings.	Unit 4: I am safe Students identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires.

Year 1	Semester 1			Semester 2		
	Term 1	Term 2	Term 3	Term 3	Term 4	Term 4
English	Unit 1: Explaining how a story works 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.	Unit 2: Exploring characters in stories 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.	Unit 3: Engaging with poetry 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.	Unit 4: Examining the language of communication — questioning 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.	Unit 5: Retelling cultural stories Students listen to, read, view and interpret picture books and stories from different cultures. They write, present and read a retell of their favourite story to an audience of peers.	Unit 6: Creating digital procedural texts 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.
Maths Highlighted = areas formally assessed Underlined = areas optionally assessed	Unit 1: Students develop understandings of: <ul style="list-style-type: none"> Number and place value Using units of measurement Data representation and interpretation Chance 	Unit 2: Students develop understandings of: <ul style="list-style-type: none"> Patterns and algebra Number and place value Using units of measurement Location and transformation Shape Fractions and decimals Money and financial mathematics 	Unit 3: Students develop understandings of: <ul style="list-style-type: none"> Number and place value Patterns and algebra Shape Using units of measurement Money and financial mathematics Location and transformation 	Unit 4: Students develop understandings of: <ul style="list-style-type: none"> Fractions and decimals Number and place value Data representation and interpretation Chance Patterns and algebra 		
Science	Unit 1: Living adventure Students make links between external features of living things and the environments in which they live.	Unit 2: Material madness Students explore how everyday materials can be physically changed in a variety of ways according to their properties.	Unit 3: Changes around me Students describe the observable features of a variety of landscapes and skies.		Unit 4: Exploring light and sound Students explore sources of light and sound.	
HASS	Unit 1: My changing life Inquiry questions: • How has my family and daily life changed over time?			Unit 2: My changing world Inquiry questions: • What are the features of my local places and how have they changed?		
Technologies	Design and Technologies – Unit 3: It’s Showtime Materials and technologies specialisations Students explore the characteristics and properties of materials and components that are used to produce designed solutions. They design and make a puppet with moving parts to use in a puppet show. - Links to Science Year 1 Unit 2 – Material Madness			Digital Technologies – Handy Helpers Students learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. School focus: - Using a technology device for a purpose. - Learning how robots understand instructions. Programing beebots (Unit 1 Assessment Task – Part C)		
Art	Unit 3: Visual Art – What are you thinking? Students explore how changes in facial features, style and form communicate emotion in portraiture.	Unit 2: Drama – Poetry Alive Students make and respond to drama by exploring performance poetry as stimulus. -Links to English unit 3		Dance: Footsteps	Unit 3: Media - Family Portraits Students use digital manipulation to present alternate representations of family portraiture. (Better done in term four as students are still being taught to log on to computers)	
Music	Unit 2: Save the World Students explore a range of songs, rhymes and chants based on the theme of Earth’s resources and how they can be used and managed.			School Unit: Uke It All The Way		
PE	School Unit: Swim Safely Students explore water activities in response to music. Students perform sequences of movements to music involving different fundamental movement skills. PMP (Perceptual Motor Program) – 35 mins per week	Unit 1: Playing with balls Students develop the object control skills of rolling, catching, bouncing, throwing through active participation in activities, games and movement challenges. They use personal and social skills to follow rules and cooperate with others. PMP (Perceptual Motor Program) – 35 mins per week	Unit 2: I’m a ‘balliever’ Students develop locomotor and object control skills. Students experiment with using different equipment and parts of their body. They propose a range of alternatives and test their effectiveness when solving movement challenges. PMP (Perceptual Motor Program) – 35 mins per week	Unit 3: Catch me if you can Students participate in simple tagging games which incorporate the fundamental movement skills of dodging and running. They propose a range of alternatives and test their effectiveness to solve movement challenges. They demonstrate strategies to work in groups and play fairly during tagging games. PMP (Perceptual Motor Program) – 35 mins per week	School Unit: Swim Safely Students explore water activities in response to music. Students perform sequences of movements to music involving different fundamental movement skills. PMP (Perceptual Motor Program) – 35 mins per week	
Health	Unit 1: A little independence Students describe physical and social changes that occur as they grow. They recognise their own and others’ strengths and achievements and discuss how these contribute to identities.	Unit 2: Good choices, healthy me Students 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.	Unit 3: We all belong Students recognise how strengths and achievements contribute to identities. Students identify and practise emotional responses that reflect their own and others’ feelings.	Unit 4: My safety, my responsibilities Students identify social changes that occur as they grow older and recognise ways they can take some responsibility for their own safety in different situations including road safety.		

Year 2	Semester 1		Semester 2			
	Term 1	Term 2	Term 3	Term 4		
English	Unit 1: Reading, writing and performing poetry 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 and explain why it is entertaining.	Unit 2: Stories of families and friends Students explore texts to analyse how stories convey a message about issues that relate to families and friends. Students write an imaginative new narrative about family relationships and/or friendships for a familiar animal character.	Unit 3: Exploring characters Students read, view and listen to a variety of texts to explore how characters are represented in print and images. Students identify character qualities in texts. They compare how similar characters are depicted in two literary texts and write a text expressing a preference for one character, giving reasons.	Unit 4: Exploring Procedural Text 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.	Unit 5: Exploring informative texts 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.	Unit 6: Exploring plot and characterisation in stories 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.
Maths Highlighted = areas formally assessed Underlined = areas optionally assessed	Unit 1: Students develop understandings of: <ul style="list-style-type: none"> Using units of measurement Number and place value Data representation and interpretation Chance 	Unit 2: Students develop understandings of: <ul style="list-style-type: none"> Shape Number and place value Fractions and decimals Using units of measurement Location and transformation Money and financial mathematics 	Unit 3: Students develop understandings of: <ul style="list-style-type: none"> Number and place value Fractions and decimals Using units of measurement Location and transformation Money and financial mathematics 	Unit 4: Students develop understandings of: <ul style="list-style-type: none"> Data representation and interpretation Chance Number and place value Using units of measurement Fractions and Decimals Shape Location and transformation 		
Science	Unit 1: Mix, make and use Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose.	Unit 2: Toy factory Students understand how a push or pull affects how an object moves or changes shape.	Unit 3: Good to grow Students examine how living things, including plants and animals, change as they grow.	Unit 4: Save planet Earth Students 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.		
HASS	Unit 1: Present connections to places Inquiry questions: <ul style="list-style-type: none"> How are people connected to their place and other places? 		Unit 2: Impacts of technology over time Inquiry questions: <ul style="list-style-type: none"> How have changes in technology shaped our daily life? 			
Technologies	Design and Technologies – Unit 1: Spin it! Engineering principles and systems Students explore how technologies use forces to create movement in products. They design and make a spinning toy for a small child that is fun and easy to use. Suggestions for alternate projects are also described. <ul style="list-style-type: none"> Links to Science Year 2 Unit 2 – Toy Factory 		Digital Technologies – Handy Helpers Students learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. School focus: <ul style="list-style-type: none"> Students will discover the purpose of common digital systems and design algorithms. Exploring how data can be represented using digital systems. (Unit 1 Assessment Task – Part B) Create a digital page about someone significant to you. Learning to use digital systems as information systems. (Unit 1 Assessment Task – Part B) 			
Art	Unit 2: Visual Arts – Up, Down and all around Students explore methods of abstraction and imaginative processes to communicate experiences, observations and personal connection to places.	Unit 5: Drama – Stories Come to Life Students make and respond to drama by exploring ways that texts and stories can be enacted using voice and movement.		Dance: Footsteps	Unit 1: Media Arts – Family Stories Students create media artworks to present a story about their family. -Links to Health Unit 2 and Digital Technologies	
Music	Unit 5: Musical Stories Students make and respond to music by exploring the ways that music can evoke stories, including soundscapes and sound stories, program music and lyric stories.		Unit 3: Different Places Students explore a range of songs, rhymes and chants based on the theme of different places including their personal, familiar world; people and places far away; weather, seasons, landscapes and the built environment as stimulus for music making and responding.			
PE	Unit 1: Swim and Gym - Tadpole Tales In this context, students develop aquatic skills and swimming strokes. Students perform aquatic skills in a sequence that incorporates the elements of movement.	School Unit: Mini Athletics (Related to iMove iJump iLand) In this context, students develop and perform static balances, locomotion skills, rotations, springs and landings.	Unit 3: Ropes and Rhymes/Unit 4: What's your target? Students perform long rope skipping sequences to rhymes. They identify how their body responds to physical activity. Students perform the refined fundamental movement skills (instep pass, punt kick and one hand strike) and use them to solve movement challenges.	Unit 1: Swim and Gym - Tadpole Tales In this context, students develop aquatic skills and swimming strokes. Students perform aquatic skills in a sequence that incorporates the elements of movement.		
Health	Unit 1: My classroom is healthy , safe and fun 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.	Unit 4: Message targets Students examine the purpose of advertising and the techniques used to engage children. They explore health messages seen in advertising and how they can be used to make good decisions about their own and others health and wellbeing.	Unit 3: Stay safe 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 will explore the emotions they feel in response to safe and unsafe situations.	Unit 2: Our culture Students explore what shapes their own, their family and classroom's identity. They examine similarities and differences in individuals and groups and ways to include others to make them feel that they belong. - Links to Media Arts Unit 1 and Digital Technologies		

Year 3	Semester 1		Semester 2			
	Term 1	Term 2	Term 3	Term 4		
English	Unit 1: Analysing and creating persuasive texts 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.	Unit 2: Investigating characters Students read an extract from a 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.	Unit 3: Exploring character and setting in texts 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.	Unit 4: Examining stories from different perspectives 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.	Unit 5: Examining imaginative texts Students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and create a multimodal imaginative text.	Unit 6: Reading, responding to and writing Australian poetry and people's stories Students listen to, read, view and adapt Australian poems. 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.
Maths Highlighted = areas formally assessed Underlined = areas optionally assessed	Unit 1: Students develop understanding of: <ul style="list-style-type: none"> Number and place value Understating units of measurement Data representation and interpretation Chance 	Unit 2: Students develop understandings of: <ul style="list-style-type: none"> Number and place value Patterns and algebra Factions and decimals Location and transformation Geometric reasoning Money and financial mathematics 	Unit 3: Students develop understandings of: <ul style="list-style-type: none"> Number and place value Money and financial mathematics Fractions and decimals Location and transformation Units of measurement Patterns and algebra 	Unit 4: Students develop understandings of: <ul style="list-style-type: none"> Number and place value Fractions and decimals Location and transformation Data representation and interpretation Geometric reasoning Shape Money and financial mathematics Using units of measurement 		
Science	Unit 1: Is it living? Students understand what constitutes a living thing and understand that they can be distinguished from non-living things.	Unit 2: Spinning Earth Students use their understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows.	Unit 3: Hot stuff Students will investigate how heat energy is produced and the behaviour of heat when it transfers from an object or area to another.	Unit 4 What's the matter? Students understand how a change of state between solid and liquid can be caused by adding or removing heat.		
HASS	Unit 1: Our unique communities Inquiry questions: <ul style="list-style-type: none"> How do people contribute to their unique communities? 		Unit 2: Exploring places near and far Inquiry questions: <ul style="list-style-type: none"> How and why are places similar and different? 			
Technologies	Digital Technologies – Unit 1: What digital systems do you use Students explore and use a range of digital systems including peripheral devices and create a digital solution (an interactive guessing game) using a visual programming language such as SCRATCH.		Design and Technologies - Unit 1: Repurpose it Materials and technologies specialisations Students investigate the suitability of materials, systems, components, tools, equipment and techniques for specific purposes. They repurpose an item to create another useful item. They explore the role of people in design and technologies occupations as well as factors, including sustainability, that impact on designs that meet community needs. <ul style="list-style-type: none"> Links to Science Year 3 Unit 4 – What's the Matter 			
Art	Unit 1: Visual Arts - Meaning in found objects Students explore the communication of cultural meaning through found objects and surface manipulation.	Unit 1: Drama – Dramatic Traditions 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.		Dance: Footsteps	Unit 2: Media – Poetry in motion Students create a character animation to deliver an audio recording of a short, humorous poem. -Links to unit 6 English	
Music	Unit 1: Let's Celebrate Students make music and respond to music exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world.		Unit 3: Musical Characters and Action Students make and respond to music by exploring the ways that characters from television, film and media are portrayed musically, for example, superheroes, television programs, cartoons and their characters, animals and their songs, mascots, sound effects and villains and heroes.			
PE	School Unit: Water Aerobics Students participate in water fitness activities and develop the recognised swimming strokes of freestyle, backstroke and breaststroke.	School Unit: Mini Athletics (included Unit 2 C2C Take your marks, get set, play!) In this unit, students will perform specialised movement skills and exercises in sequence that consider speed, technique, balance, body position and fluency during transition. Students will also develop the fundamental movement skills of running, jumping and throwing.	Unit 3: Having a ball! Students perform the refined fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching to solve movement challenges. They apply strategies for working cooperatively and apply rules fairly.	School Unit: Water Aerobics Students participate in water fitness activities and develop the recognised swimming strokes of freestyle, backstroke and breaststroke.		
Health	Unit 1: Good friends 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.	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 Students explore the concept of sustainable practice and the ways that they can contribute to the sustainability of the environment in their home, classroom and school.	Unit 4: I am healthy and active Students investigate the concepts of physical activity and sedentary behaviours while exploring the recommendations of physical activity for 5 to 12 year olds.		

Year 4	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
	English	Unit 1: Investigating author's language in a familiar narrative 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.	Unit 2: Examining humour in poetry Students read and listen to a range of humorous poems. 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.	Unit 3: Examining traditional stories 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.
Maths Highlighted = areas formally assessed Underlined = areas optionally assessed	Unit 1: Students develop understandings of: <ul style="list-style-type: none"> Number and place value Fractions and decimals Using units of measurement (Time) Patterns and algebra Chance Data representation and interpretation 	Unit 2: Students develop understandings of: <ul style="list-style-type: none"> Number and place value Fractions and decimals. Shape <u>Location and transformation</u> <u>Geometric reasoning</u> Money and financial mathematics 	Unit 3: Students develop understandings of: <ul style="list-style-type: none"> Money and financial mathematics Number and place value <u>Fractions and Decimals</u> <u>Location and transformation</u> <u>Using units of measurement</u> Shape Patterns and algebra 	Unit 5: Exploring a quest novel Students read and analyse a quest novel. Students write a short response explaining how the author represents the main character in an important event in the quest novel.
Science	Unit 1: Here today, gone tomorrow Students explore natural processes and human activity that cause weathering and erosion of the Earth's surface.	Unit 2: Ready, set, grow! Students investigate life cycles and sequence key stages in the life cycles of plants and animals.	Unit 3: Material use Students will investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes.	Unit 6: Examining persuasion in advertisements and product packaging Students understand how to 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.
HASS	Unit 2: Sustainable use of places Inquiry question: <ul style="list-style-type: none"> How can people use environments more sustainably? 		Unit 4: Students develop understandings of: <ul style="list-style-type: none"> Fractions and decimals <u>Data representation and interpretation</u> Patterns and algebra <u>Number and place value</u> Money and financial mathematics Shape <u>Using units of measurement</u> 	
Technologies	Digital Technologies – Unit 2: What's your waste footprint Students explore and manipulate different types of data and transform data into information. They create a digital solution that presents data as meaningful information to address a school or community issue (such as how lunch waste can be reduced) <ul style="list-style-type: none"> Links with HASS Year 4 Unit 2 – Sustainable use of places (could swap HASS units to link) 		Unit 1: Early exploration and settlement Inquiry question: <ul style="list-style-type: none"> What were the short- and long-term effects of European settlement? 	
Art	Unit 3: Visual Art – Patterns in the playground Students explore processes of abstraction and manipulation from realistic sources to develop individual expression through pattern, texture and shape in their local environment.	Unit 2: Drama – Country/Place Students explore connection to Country/Place through Dreaming stories and Before Before Time stories as stimulus. <ul style="list-style-type: none"> Links to English unit 3 	Design and Technologies – Unit 3: Pinball Paradise Engineering principles and systems Students investigate how forces and the properties of materials affect the behaviour of a product or system. They make a pinball machine and design a games environment for its use. They explore the role of people in engineering technology occupations and how they address factors that meet client needs. <ul style="list-style-type: none"> Links to Science Year 4 Unit 4 – Fast Forces 	Dance: Footsteps
Music	Unit 1: Let's Remeber Students make music and respond to music exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world.		Unit 3: Media – On the Cover Students explore magazine cover design through representation and characterisation of people in their community, including themselves and compare the digitisation of magazines on the internet. <ul style="list-style-type: none"> Links to unit 6 English 	
PE	Unit 2: Songs of Australia Students make music and respond to music exploring songs from the arrival of the First Fleet, sea shanties, explorer songs, songs about important Australians including Aboriginal Peoples and Torres Strait Islander Peoples.	Unit 1: Superstars - Splish Splash (Swimming) In this context, students practise and refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke, and breaststroke and solve safety and survival challenges. They also examine the benefits of being fit and physically active and how they relate to swimming.	Unit 2: Athletic spectacle Students create an athletic themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations.	Unit 3: Cricket - Bat, catch, howzat! Students apply strategies for working cooperatively and apply rules fairly. They demonstrate refined striking/fielding skills and concepts in active play and games. They apply skills, concepts and strategies to solve movement challenges.
Health	Unit 2: Let me entertain you! (Juggling/Balance) Students practise and refine fundamental movement skills to perform the circus skills of balancing and juggling.	Unit 3: Health channels Students examine different sources of health information and how to interpret them with regard to accuracy. They identify health messages and the methods they use to influence decisions. They look at smoking as a case study of how health messages change over time.	Unit 4: Netiquette and online protocols Students examine and interpret health information about cyber safety and online protocols. They describe and apply strategies that can be used in cyberbullying situations that make them feel uncomfortable or unsafe. They explore the importance of demonstrating respect and empathy in online relationships. They identify resources available locally to support their safety.	Unit 1: Making healthy choices Students identify strategies to keep healthy and improve fitness. They explore the Australian Guide to Healthy Eating and the five food groups. Students understand the importance of a balanced diet and how health messages influence food choices.
	Unit 2: Culture in Australia – Positive interactions Students investigate how heritage and culture contribute to identity. They investigate how emotional responses vary and participate in partner and group activities.			

Year 5		Semester 1		Semester 2		
		Term 1	Term 2	Term 3	Term 4	
English	<p>Unit 1: Examining and creating fantasy texts 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.</p>	<p>Unit 2 Examining 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.</p>	<p>Unit 3 Examining characters in animated film Students listen to, read, view and interpret a range of multimodal texts including comics, cartoons and animations. Students produce a digital multimodal short story exploring a character's behaviour when faced with an ethical dilemma.</p>	<p>Unit 4: Appreciating poetry Students listen to, read and view a range of poetry, including anthems, odes and other lyric poems from different contexts. They interpret and evaluate poems, analysing how text structures and language features have been constructed by the poet, for specific purposes and effects.</p>	<p>Unit 5: Responding to poetry Students listen to, read and view a range of poetry, including narrative poems, to create a transformation of a narrative poem to a digital multimodal narrative.</p>	<p>Unit 6: Exploring narrative through novels and film 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 a written comparison of a novel and the film adaptation. Students listen to and view narrative films and spoken, written and digital film reviews, to create a written film review of a chosen film. Students express and justify opinions about aspects of the novels and films during group discussions.</p>
Maths	<p>Unit 1: Students develop understandings of:</p> <ul style="list-style-type: none"> o Number and place value o Fractions and decimals o <u>Data representation and interpretation</u> o <u>Chance</u> o Using units of measurement 	<p>Unit 2: Students develop understandings of:</p> <ul style="list-style-type: none"> o Number and place value o Fractions and decimals o Shape o <u>Geometric reasoning</u> o Location and transformation o Patterns and algebra o <u>Data representation and interpretation</u> 	<p>Unit 3: Students develop understandings of:</p> <ul style="list-style-type: none"> o <u>Money and financial mathematics</u> o Location and transformation o Number and place value o <u>Using units of measurement</u> o Fractions and decimals o <u>Patterns and algebra</u> 	<p>Unit 4: Students develop understandings of:</p> <ul style="list-style-type: none"> o <u>Chance</u> o Data representation and interpretation o <u>Using units of measurement</u> o <u>Number and place value</u> o <u>Money and financial decisions</u> o Fractions and Decimals o Geometric reasoning o Location and transformation 		
Science	<p>Unit 1: Survival in the environment Students examine the structural features and behavioural adaptations that assist living things to survive in their environment.</p>	<p>Unit 2: Our place in the solar system Students describe the key features of our solar system including planets and stars.</p>	<p>Unit 3: Now you see it Students investigate the properties of light and the formation of shadows.</p>	<p>Unit 4: Matter matters Students broaden their classification of matter to include gases and begin to see how matter structures the world around them.</p>		
HASS	<p>Unit 1: People and the environment Inquiry questions: How do people and environments influence one another?</p>	<p>Unit 2: Managing Australian communities Inquiry questions: How are people and environments managed in Australian communities?</p>	<p>Unit 3: Communities in colonial Australia (1800's) Inquiry questions: How have individuals and groups in the colonial past contributed to the development of Australia?</p>	<p>Unit 4: Participating in Australian Communities Inquiry questions: How have people enacted their values and perceptions about their community, other people and places, past and present?</p>		
Technologies	<p>Design and Technologies – Unit1: Harvesting good health Food specialisations and Food and fibre production Students explore how competing factors and technologies influence the design of a sustainable service. This service provides a plant for the preparation of a healthy food product.</p> <ul style="list-style-type: none"> - Links with Health Year 5 Unit 2 – Healthy Habits 		<p>Digital Technologies – Unit 1: A Mazing digital designs Students engage in a number of activities, including:</p> <ul style="list-style-type: none"> - 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. 			
Art	<p>Unit 1: Drama - Natural Disasters Students make and respond to drama exploring the impact of natural disasters on communities including stories and accounts as stimulus. -Links to HASS unit 1</p>	<p>Unit 2: Media Arts - Documentary — what's the story Students create a documentary style film to tell the personal story of someone known to them or researched.</p>		<p>Dance: Footsteps</p>	<p>Unit 1: Visual Art – The Animal Within Students focus on representation of animals as companion, metaphor, totem and predator.</p>	
Music	<p>School Unit: Music from other Cultures – related to Unit 2: Around the World with Music Students make and respond to music exploring the music-making of other cultures through their music journal.</p>		<p>School Unit: Music For Stage and Screen – related to Unit 1: Going to the Movies Students make and respond to music exploring pieces of music that tell a story, and music that appears in film.</p>			
PE	<p>Unit 1: Surf or Turf - Junior Lifesaver In this context students practice specialised movement skills including: swimming strokes, survival strokes and rescue situations. They apply and combine the above skills in different rescue and real life situations.</p>	<p>Unit 2: Tchoukball Students develop the specialised movement skills identified in the game of tchoukball. They explore ethical behaviour and fair play and apply these concepts within a team and a variety of physical activities.</p>	<p>Unit 3: Built for B-Ball Students explore and describe the key features of health related fitness and the significance of physical activity participation to health and well- being in the context of basketball.</p>	<p>Unit 4: UNITE – Team Challenges Students work collaboratively and apply concepts of fair play while participating in various movement challenge activities. They use the "UNITE" process to work collaboratively to solve movement challenges.</p>		
Health	<p>Unit 1: Emotional interactions Students recognise that emotions and behaviours influence how people interact. They understand that relationships are established and maintained by applying skills.</p>	<p>Unit 2: Healthy habits 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.</p>	<p>Unit 3: Multicultural Australia Students gain an understanding of multiculturalism by examining the changing nature of Australia's cultural identity. They examine how sharing traditional food and physical activities from cultures can support community wellbeing and cultural understanding.</p>	<p>Unit 4: Growing up Students explore developmental changes and transitions that occur as they grow older. They investigate strategies available to assist them with the transition.</p>		

Japanese	Unit 1: What's in a name? (Unit 1 C2C) Students will learn how to deliver a basic self-introduction, and how to translate several self-introductions from Japanese to English. Each self-introduction will include appropriate greetings, names, and the individual's opinion of their name. Students will explore popular names in Japan and various influences on these; compare Japanese names to Australian names; and will be able to recognise gender indicators in Japanese names. Students will also begin to write in Japanese script.	Unit 2: What is a family? (Unit 2 C2C) Students will learn how to convey key information about their family using Japanese language that reflects behaviours and values associated with Japanese society. Students will learn key vocabulary and grammar patterns required to successfully present a complex self-introduction. This will consist of appropriate greetings, personal details such as their name and age, and a description of their family members including names, ages, and hobbies.	Unit 3: How do I describe the weather? (School Unit) Students will examine different seasons and weather conditions across Australia and Japan. Students will learn key vocabulary and grammar patterns required to understand weather reports and discuss the weather including dates, months, days of the week, types of weather, and temperatures.	Unit 4: What are popular games? (Relates to Unit 4 C2C) Students will explore the concept of Japanese games and use language to communicate ideas relating to games, group interactions and belonging. Students will be able to communicate game instructions to others, as well as develop their own game and explain this to the class.
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Year 6	Semester 1		Semester 2			
	Term 1	Term 2	Term 3	Term 4		
English	Unit 1: Short stories 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.	Unit 2: Examining advertising in the media Students read, view and listen to advertisements in print and digital media. They demonstrate their understanding of advertising texts' persuasive features through the creation of their own digital multimodal advertisement and an explanation of creative choices.	Unit 3: Exploring news reports in the media 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.	Unit 4: Interpreting literary texts Students listen to, read and view extracts from literary texts set in earlier times. They create a literary text that establishes time and place for the reader and explores personal experiences.	Unit 5: Exploring literary texts by the same author Students listen to and read novels by the same author. They compare two novels by the same author to identify aspects of author style. Students prepare a response analysing author style in the novel, and participate in a panel discussion.	Unit 6: Comparing texts 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.
Maths Highlighted = areas formally assessed Underlined = areas optionally assessed	Unit 1: Students develop understandings of: <ul style="list-style-type: none"> ○ Number and place value ○ Fractions and decimals ○ <u>Data representation and interpretation</u> ○ Chance ○ <u>Using units of measurement</u> ○ Money and financial mathematics 	Unit 2: Students develop understandings of: <ul style="list-style-type: none"> ○ Fractions and decimals ○ Shape ○ <u>Using units of measurement</u> ○ <u>Number and place value</u> ○ <u>Patterns and algebra</u> ○ <u>Geometric reasoning</u> 	Unit 3: Students develop understandings of: <ul style="list-style-type: none"> ○ <u>Money and financial mathematics</u> ○ <u>Number and place value</u> ○ <u>Location and transformation</u> ○ <u>Fractions and decimals</u> ○ Using units of measurement ○ Patterns and algebra 	Unit 4: Students develop understandings of: <ul style="list-style-type: none"> ○ Chance ○ <u>Data representation and interpretation</u> ○ Patterns and algebra ○ Number and place value ○ Fractions and decimals ○ Geometric reasoning ○ Location and transformation 		
Science	Unit 1: Making changes Students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible	Unit 2: Energy and electricity Students investigate electrical circuits as a means of transferring and transforming electricity.	Unit 3: Our changing world Students, explore how sudden geological and extreme weather events can affect Earth's surface.	Unit 4: Life on Earth Students explore the environmental conditions that affect the growth and survival of living things.		
HASS	Unit 1: Australia in the past Inquiry questions: How have key figures, events and values shaped Australian society, its system of government and citizenship?	Unit 2: Australians as citizens 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?	Unit 4: Australia's global connections Inquiry questions: How do Australia's global connections influence my role as a global citizen? - Links to Paluma Camp	Unit 3: Australia in a diverse world Inquiry questions: How do places, people and cultures differ across the world?		
Technologies	Design and Technologies – Unit 2 Hands off Engineering principles and systems Students investigate how electrical energy can control movement, sound or light in a designed product or system. They design a solution to an environment's security need and make an electrical device that is part of the solution. - Links with Science Year 6 Unit 2 – Energy and electricity		Digital Technologies – Unit 2: Data Changing our world Students investigate how information systems meet local and community needs and create a spreadsheet solution - Links to Year 6 Science Unit 3 and Year 6 Maths Unit 4			
Art	Unit 3: Drama – Dramatic Transformations Students make and respond to drama by investigating dramatic forms that use more than the human body in role and dramatic action. These will include fantasy, puppetry, clowning, mask, media, props and alternate performance spaces.	Unit 1: Media – Light and Shadow Students shape time and space to explore representations in media art forms. -Links to unit 3 English	Dance: Footsteps	Unit 2: Visual Art – Say it with Art Students explore recontextualisation of objects and non-traditional art materials to communicate ideas. -Links to unit 4 English		

Music	School Unit: Music from other Cultures – related to Unit 2: Around the World with Music Students make and respond to music exploring the music-making of other cultures through their music journal.		Unit 3: Rhythmic Riot Students make and respond to music by exploring the concept of ostinato – a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music.	
PE	Unit 1: Surf or Turf - Junior Lifesaver In this context students practice specialised movement skills including: swimming strokes, survival strokes and rescue situations. They apply and combine the above skills in different rescue and real life situations.	Unit 2: Fitness Fun Students develop specialised movement skills within different fitness contexts. They participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing.	Unit 3: 'All codes; football - Aussie Rules! Students perform specialised movement skills of punching and kicking. They combine movement concepts and strategies to achieve movement outcomes in Australian Rules Football.	Unit 4: Over the net – Tennis! Students perform specialised tennis skills. They combine and perform specialised tennis skills to gain the upper hand within gameplay. They demonstrate skills to work collaboratively and play fairly during tennis related activities and games.
Health	Unit 1: Who influences me? Students explain the influence of people and place on identities. They explore how important people in their lives and the media can influence health behavior.	Unit 2: Let's all be active 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.	Unit 3: What am I drinking? Students explore drink products that contribute to health and wellbeing. They focus on investigating a variety of drink options including soft drinks, energy drinks and fruit juice, and the effects they have on the body. Students examine available alternatives to various drink options.	Unit 4: Transitioning 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.
Japanese	Unit 1: What is a character? (Unit 5 C2C) Students will explore how to describe the physical characteristics and personality attributes of various action heroes. Students will learn adjectives associated with personality (e.g. kind, smart, brave, patient) and physical characteristics (e.g. strong, tall, big, and small). Students will also learn to express likes and dislikes.	Unit 2: What can I buy at the Konbini? (School Unit) Students will explore various Japanese convenience stores, and examine the types of items that can be purchased at a convenience store. Students will compare convenience stores in Australia to those in Japan. Students will also learn how to recognise Japanese coins and notes, calculate correct amounts of money, and convert Japanese yen into Australian dollars. Students will learn the grammar and vocabulary required to successfully purchase items from a convenience store.	Unit 3: What's in your town? (Related to Unit 3 C2C) Students will learn to explain the key attractions and facilities in a town including basic locations. Students will be able to describe how to get to various facilities from the school, and will be able to label a map in Japanese. Students will translate spoken Japanese into English.	Unit 4: What is school life like in Japan? (Related to Unit 7 C2C) Students will learn to enquire about common objects around the classroom and use common classroom phrases in Japanese. By this unit, students will be able to follow instructions, ask for permission, and ask and describe the location of classroom objects. This will all be language that will be used on a daily basis in class from this point forward, and is also language that the students can use in a more social setting.