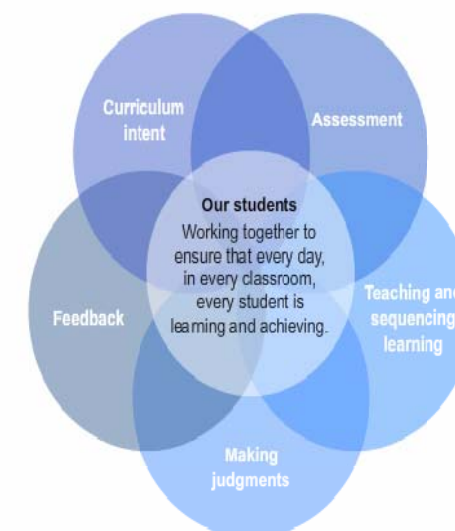# WOOROOLIN STATE SCHOOL

CURRICULUM, ASSESSMENT&REPORTING FRAMEWORK 2018 - 2021

WOOROOLIN STATE SCHOOL

Curriculum Framework 2018-2021

The Wooroolin State School Whole School Curriculum and Assessment Plan outlines how the school addresses curriculum, pedagogy, assessment and reporting. It provides links between The Department of Education and Training documents and school based documents. The curriculum is developed around the F-10 ACARA whilst adopting the C2C resources provided by the Department of Education and Training.

The school is committed to developing teacher practices through professional development focusing on aspects of curriculum implementation and assessment and the incorporation of a proactive approach to planning and teaching. This is evidenced by the development and continued refinement of units, innovative use of ICT and the incorporation of a variety of productive pedagogies within quality programs. The continued implementation of the Wooroolin State School Curriculum Framework is aimed at further enhancing teacher proficiency in curriculum, pedagogy, assessment, moderation and reporting practices.

Classroom Pedagogy
At Wooroolin State School, Explicit Instruction forms the basis of every teacher's professional practice and supports the planningand enactment of curriculum that meets the learning needs of the diverse range of students in our classes.

Curriculum Priorities
At Wooroolin State School we are committed to each student succeeding and achieving one year's achievement for one year's schooling. English, Mathematics and Science are a significant focus at Wooroolin State School.

- Children will be given opportunities to demonstrate their knowledge, understandings and skills in ways that suit their learning styles and strengths.

- Teachers will continue to differentiate for the range of students in their classrooms.

- Ongoing professional development is essential in maintaining skilled and confident teachers. This will be enacted through –

    o Coaching and Feedback

    o Development of teacher practices that make a significant impact on student achievement (Explicit Teaching, questioning, assessment and reporting, for example)
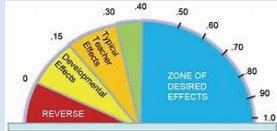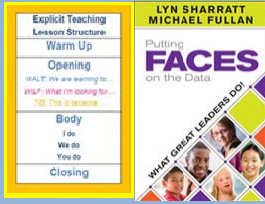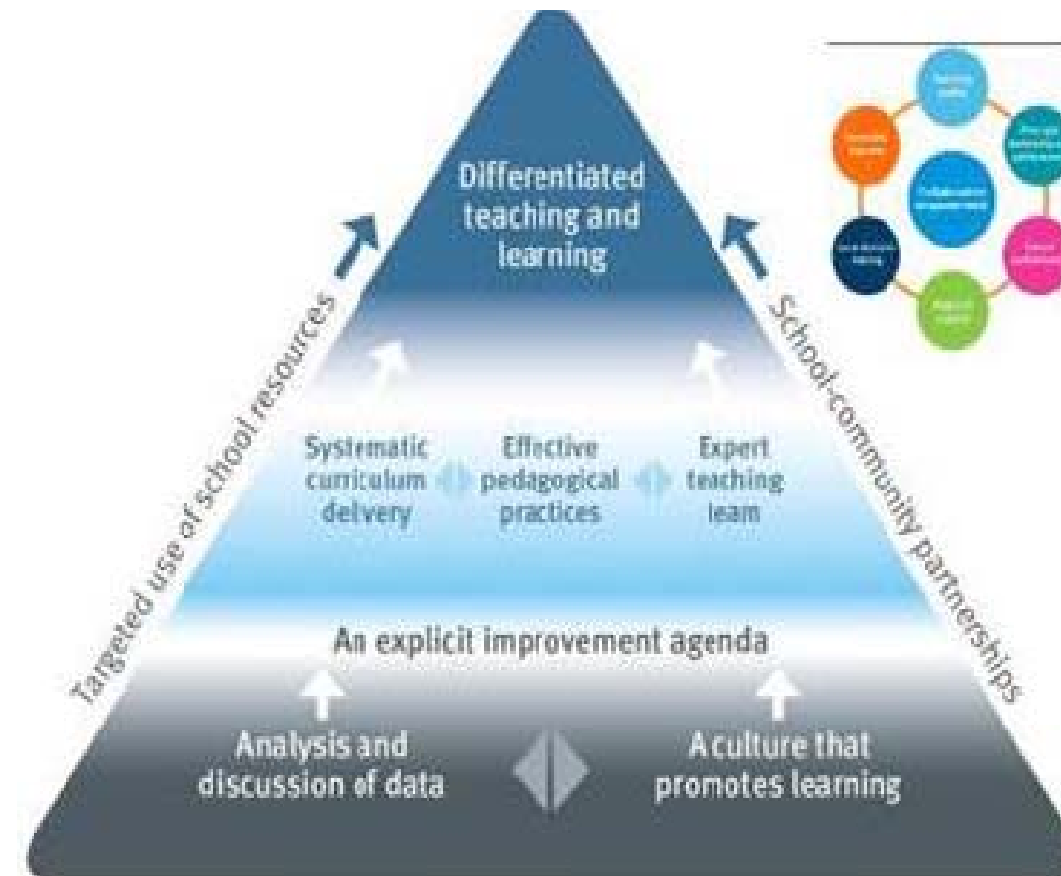
The School Improvement Hierarchy

Wooroolin State School 2018 PEDAGOGICAL FRAMEWORK

Making Wooroolin PROUD – *Productive Responsible Organised United Disciplined*

Student-Centred Planning	High Expectations	Alignment of Curriculum, Pedagogy & Assessment	Evidence-Based Decision-Making	Targeted & Scaffolded Instruction	Safe, Supported, Connected & Inclusive Learning Environment
Practices, Processes & Strategies: ✓ Decision-based on knowledge of the students and their prior learning and attributes ✓ Range of agreed data used to tailor learning pathways and target resources *Age-Appropriate Pedagogies*	**Practices, Processes & Strategies:** *Every Day Counts* *Every Student Succeeding* *Making Wooroolin PROUD* ✓ Comprehensive and challenging learning goals for each student based on agreed data sets ✓ Deep learning through higher order thinking and authentic contexts ✓ Agreed procedures for ongoing induction, coaching, mentoring and support in teaching and learning for all staff *John Hattie – Zone of Desired Effects*	**Practices, Processes & Strategies:** ✓ Pedagogy aligned with curriculum intent and demands of the learning area/subject, general capabilities and cross-curriculum priorities ✓ Assessment, with explicit criteria and standards, planned up-front and aligned with teaching ✓ Lesson design and delivery, including monitoring and data collection practices, consistent across the school and learning area ✓ Moderation practices to support consistency of teacher judgement about assessment data	**Practices, Processes & Strategies:** ✓ Teaching and learning informed by student performance data and validated research ✓ Quality evidence of the sustained impact of the agreed teaching methods is used to inform teaching and learning ✓ Agreed feedback practices for staff, parents and students *Literacy Continuum*	**Practices, Processes & Strategies:** ✓ Comprehensive range of agreed contemporary teaching strategies that support curriculum intent, engage students and exploit available technology ✓ Differentiated and scaffolded teaching based on identified needs of students	**Practices, Processes & Strategies:** ✓ Consistent, whole-school approaches to classroom and behaviour management, recognition of difference, student well-being and development of student autonomy ✓ Innovative, responsible and ethical use of digital technologies *Positive Behaviour for Learning*
Key Documents to Support Practice: ❖ WSS Differentiation Policy ❖ Early Years Philosophy	**Key Documents to Support Practice:** ❖ DDSW Charter for Improvement ❖ WSS Bookwork Policy ❖ WSS Coaching & Feedback ❖ WSS Induction Manuals	**Key Documents to Support Practice:** ❖ ACARA & C2C resource documents ❖ Whole School Curriculum & Assessment Plans and Overviews	**Key Documents to Support Practice:** ❖ QSR, AIP, I4S, SOS ❖ Regional and whole school data sets incl Headline Indicators and benchmarks/targets	**Key Documents to Support Practice:** ❖ WSS Explicit Instruction Policy ❖ WSS Reading Framework	**Key Documents to Support Practice:** ❖ Responsible Behaviour Plan ❖ PBL Handbook/PBL Snapshot ❖ Digital Technologies Policy ❖ Attendance Policy
Evidence: ➢ Individual Learning & Support Plans eg EBPs, PLPs, IBSPs, ESPs ➢ Curriculum Meeting minutes ➢ Use of AAP strategies – part of AAP Project 2017	**Evidence:** ➢ Individual profiles for reading based on case management ➢ Whole school PD plans/DPP logs ➢ PD, Induction and Coaching & Feedback logs	**Evidence:** ➢ Differentiated GTMJs ➢ Cluster moderation	**Evidence:** ➢ Use of Literacy Continuum and PM learning markers to create data sets and learning plans ➢ PBL and Reading committee meeting minutes	**Evidence:** ➢ Use of alternative learning programmes to support diverse needs eg Zones of Regulation, The Brave Project ➢ Use of ability groupings in maths, reading and spelling	**Evidence:** ➢ Tier II level of PBL support ➢ PBL support documents and practices ➢ Employ TA:EI to support learning

Pedagogical Foundations & Signature Practices: Lyn Sharratt (*A Case Management Approach*), John Hattie *(Visible Learning)*, Anita Archer *(Explicit Instruction)*, Age-Appropriate Pedagogies

Timetable allocation

EQ Curriculum Time Requirements

Table 3:

2018 example of the distribution of minimum curriculum time requirements over a school week

Learning area	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	7 hrs	7 hrs	7 hrs	7 hrs	6 hrs	6 hrs	6 hrs
Mathematics	5 hrs	5 hrs	5 hrs	5 hrs	5 hrs	5 hrs	5 hrs
Science	1 hr	1 hr	1 hr	1.75 hrs	1.75 hrs	1.75 hrs	1.75 hrs
History	0.5 hrs	0.5 hrs	0.5 hrs	1 hr	1 hr	1 hr	1 hr
Humanities and Social Sciences	School Based Decision						
HPE & The Arts	School Based Decision – no more than 2hrs per week.						

At Wooroolin State School, we follow the DET timetable requirements within the P-12 QCARF.

Note: For students on highly individualised learning plans requiring high intensity support, Wooroolin may need to adjust these time allocations – as documented in the student's Individual Curriculum Plan or Personalised Learning Plan.

CURRICULUM

Wooroolin's plan to lift the performance of every student and teacher is outlined in *Every Student Succeeding – State Schools Strategy.* The strategy is supported by the *School Improvement Hierarchy* which assists Wooroolin to determine where to begin their improvement journey. Three frameworks assist Wooroolin State School with its explicit improvement agenda:

The Wooroolin State School Curriculum, Assessment and Reporting Framework

The Wooroolin State School Learning and Wellbeing Framework, and

The Wooroolin State School Parent and Community Engagement Framework

The whole school Curriculum, Assessment and Reporting Framework is complemented by supporting documents that provide detail to enable Wooroolin State School to:

- Provide students with the required curriculum
- Differentiate teaching so that every student's learning needs are met in ways appropriate to their age, the context in which they are learning and the nature of the curriculum
- Assess and moderate using standards
- Report to parents/carers and students about their learning and achievement.

School Improvement Hierarchy

The whole school Curriculum, Assessment and Reporting Framework supports school improvement by focusing on systematic curriculum delivery leading to differentiated teaching and learning. Wooroolin State School acknowledges that systematic curriculum delivery is essential to improving student learning and achievement.

Curriculum Requirements

Wooroolin State School will implement the Australian Curriculum Version 8 by the end of 2020. They acknowledge that the Australian Curriculum consists of eight learning areas, **sevengeneral capabilities** and **three cross-curriculum priorities**. When implementing the Australian Curriculum, Wooroolin State School will consider government priorities; offer a language programme from Prep to Year 6 and teach languages from Years 5 to 6; where appropriate, within the learning areas, embed Aboriginal and Torres Strait Islander histories and cultures using the Australian Curriculum cross-curricular priority; use Standard Australian English as the basis for teaching, including the teaching of spelling; teach Queensland modern Cursive script. Wooroolin State School will continue to use the Queensland Curriculum for learning areas that have not yet been replaced by the Australian Curriculum. Wooroolin State School will use a whole school approach to supporting all students' learning including students with disability; gifted and talented students and provide **Individual Curriculum Plans** for the small percentage of students who are identified as requiring a different year-level curriculum in some or all learning areas for the reporting period. Please refer to the **Wooroolin State School Inclusion and Diversity Framework** for full information on these aspects of curriculum. Wooroolin State School will also providestudents learning English as an additional language or dialect (EAL/D); develop and maintain the three levels of curriculum planning (whole school, year or band, and unit) for all learning areas and/or subjects; develop a **pedagogical** framework that is annually reviewed; and develop a **school homework policy** in consultation with the school community.

General Capabilities https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/

In the Australian Curriculum, the general capabilities are addressed through the content of the learning areas. General capabilities are identified where they are developed or applied in the content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning via the content elaborations, which are provided to give teachers ideas about how they might teach the content. Icons are used to indicate where general capabilities have been identified in learning area content descriptions and elaborations.

Teachers are expected to teach and assess general capabilities to the extent that they are incorporated within learning area content. State and territory education authorities will determine if and how student learning of the general capabilities is to be further assessed or reported.

There are seven general capabilities:

- Literacy https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/literacy/
- Numeracy https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/numeracy/
- Information and Communication Technology https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/information-and-communication-technology-ict-capability/
- Critical and Creative Thinkinghttps://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/critical-and-creative-thinking/
- Personal and Social Capabilityhttps://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/personal-and-social-capability/
- Ethical Understandinghttps://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/ethical-understanding/
- Intercultural Understandinghttps://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/intercultural-understanding/

Cross-Curriculum Priorities

The Australian Curriculum is designed to meet the needs of students by delivering a relevant, contemporary and engaging curriculum that builds on the educational goals of the Melbourne Declaration. The Melbourne Declaration identified three key areas that need to be addressed for the benefit of individuals and Australia as a whole. In the Australian Curriculum, these have become priorities that give students the tools and language to engage with and better understand their world at a range of levels. The priorities provide national, regional and global dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. They enable the delivery of learning area content at the same time as developing knowledge, understanding and skills relating to Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's Engagement with Asia and/or Sustainability. Incorporation of the priorities will encourage conversations between students, teachers and the wider community.

Cross-curriculum priorities are only addressed through learning areas and do not constitute curriculum on their own, as they do not exist outside of learning areas. Instead, the priorities are identified wherever they are developed or have been applied in content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning in content elaborations. They will have a strong but varying presence depending on their relevance to the learning area.

Each priority has an introductory statement that outlines the reason for its inclusion and describes how it is viewed in the curriculum. The priorities have all been developed around three key concepts that are seen as fundamental to learning for that priority. Each concept is further developed through two or more organising ideas that provide a scaffold for relating and developing content knowledge, understanding and skills for the priority and learning areas. The organising ideas are embedded in the content descriptions and elaborations of each learning area as appropriate.Taken as a whole, the set of organising ideas provides a coherent framework that reflects the essential learning and skills for the priority.

Organising ideas are embedded in a learning area according to the relevance of its content to the organising ideas. An organising idea may draw on content from more than one learning area. Similarly, a single learning area content description or elaboration may cover one or more organising ideas, across one or more of the priorities.

Learning area content that draws on cross-curriculum priorities and the general capabilities at the same time can provide very rich learning experiences for students.

There are three cross-curriculum priorities:

- Aboriginal and Torres Strait Islander Histories and Cultures
  https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/

- Asia and Australia's Engagement with Asia https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/asia-and-australia-s-engagement-with-asia/

- Sustainability https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/sustainability/

Curriculum Provision for Students with Disability

Ensuring curriculum access for students with disability as defined by the DDA requires Wooroolin State School to make reasonable adjustments to assist a student with disability to participate in learning and to demonstrate their knowledge and understanding.

The professional learning courses in the Disability Standards for Education (2005) provide all staff with an understanding of their responsibilities in regard to education for students with disability.

Wooroolin State School provides the curriculum to students with disability informed by *A whole school approach to support student learning.* Also see ACARA's *Student Diversity and the Australian Curriculum: Advice for principals, schools and teachers.*

The majority of students with disability can access the required curriculum and achievement standards for their year-level/age cohort as a result of quality whole school planning and reasonable adjustments made to teaching, learning and assessment.

These adjustments include differentiated teaching and special provisions in the conditions of assessment — refer to *Assessment.*

A small number of students with disability may also require adjustments to year-level expectations involving learning at a lower or higher year-level for some or for all learning areas. In this case a negotiated Individual Curriculum Plan must be developed in consultation with parents/carers. Individual Curriculum Plans should be based on the curriculum specified in Section 1.1 of the *P-12 curriculum, assessment and reporting framework.*

For these students assessment and reporting is against the achievement standard of the curriculum identified in their Individual Curriculum Plan.

A very small percentage of students with disability require a highly individualised curriculum – those with significant educational support needs who are not meeting year-level achievement standards for Prep or above. Teachers base this highly individualised curriculum on the P–12 learning area curriculum and use the extended levels of the General capabilities[1] to adjust the learning focus and determine the learning expectations for the reporting period. For example, aspects of the *Australian Curriculum: Science* could provide the context for learning literacy skills from the Literacy General capabilities.

An Individual Curriculum Plan will document learning expectations for the reporting period. Assessment and reporting reflects the learning expectations documented in the individual's plan.

Planning curriculum provision for students with disability and documenting decisions

Planning ensures the identification of students' educational needs and the provision of reasonable adjustments. The planning process involves collaboration and consultation with parents, the student (where appropriate), school curriculum leaders, classroom and support teachers and other relevant specialists. Collaborative planning brings these participants together as a team to consider the student's current level of performance and to determine the student's educational needs and future learning priorities.

For students with disability who require reasonable adjustments to access curriculum, there is a legislative requirement[2] for schools to consult with students and their parent/carer regarding these adjustments.

Individual Curriculum Plans

Individual Curriculum Plans must be used to document decisions regarding the provision of:

a. a different year-level curriculum and achievement standard to the student's age cohort — in one or more learning areas
b. learning expectations for students not meeting year level achievements for Prep or above.

Wooroolin State School also documents support provisions and adjustments for students who require close monitoring and focused or intensive teaching through Personalised Learning Plans.

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[1] *General Capabilities in the Australian Curriculum* ACARA August 2014.

[2] *Disability Standards for Education* (2005) Section 3.5.

STEM Strategy and #codingcounts

Wooroolin State School endorses the Queensland State Schools *A Strategy for STEM in Queensland State Schools* (2016) http://advancingeducation.qld.gov.au/SiteCollectionDocuments/schools-of-the-future-stem-strategy.pdf and the #codingcounts initiative ***http://advancingeducation.qld.gov.au/codingcounts/Pages/default.aspx***

Indigenous Perspectives – Curriculum and Pedagogy

EATSIPS Framework

The three components of the framework are:

- **personal ethos**—reflecting on knowledge and understanding of personal histories, attitudes and perceptions, building a sense of self and knowledge and understanding about others and the impact they have on each other; for example, reflecting personally and professionally using a holistic planning and teaching framework;

- **whole-school ethos**—how the school reflects the values of Aboriginal peoples and Torres Strait Islander peoples, for example, acknowledgement of country and in the school planning process; and

- **classroom ethos**—how teachers use curriculum and pedagogy processes and practices to provide a balanced inclusive curriculum, for example, co-operative planning and yarning circles.

In this diagram, the wheel represents embedding perspectives in schools. Spokes represent ways to understand each other's knowledge frameworks for cultural sharing.

Health & Wellbeing

Wooroolin State School provides health and wellbeing education through our Positive Behaviour for Learning (PBL) programme. Please refer to the **Wooroolin State School PBL Handbook** for full information. The school's **Learning and Wellbeing Framework** also outlines the Wooroolin State School philosophy and programmes on learning and wellbeing at Wooroolin.

As part of our wider health and wellbeing perspective, Wooroolin State School aligns its parent and community engagement through our **Parent and Community Engagement Framework**

ASSESSMENT

Wooroolin State School uses student assessment and reporting data to provide the curriculum in a way that supports continuous improvement in student achievement. Within this Curriculum and Assessment Framework, the school has identified standardised, formative and summative assessments.

Formative Assessment

Formative assessment provides evidence to monitor and provide feedback onstudent learning; and informs differentiation of teaching and learning. Studentprogress is monitored using formative assessment in Prep to Year 6 including monitoring tasks; diagnostic tools; and standardised assessment.

Monitoring tasks

Wooroolin State School administers monitoring tasks to gather information and track student progress against the relevant achievement standards. Teachers plan and design a range of formal and informal monitoring tasks ineach unit to track student progress and provide the curriculum in ways thatmeet the needs of learners. It is incorporated as a regular part of teaching andlearning.Teachers may also use monitoring tools such as *Early Start* and the *P-10 Literacy Continuum* to track progress and generate purposeful data aboutliteracy and numeracy capability in ways that support students to meet thedemands of the curriculum.Teachers provide targeted feedback on monitoring tasks and tools specific tothe individual student.

Feedback should relate directly to the learning aligned to the *Australian Curriculum* learningareas and/or subjects in each year and/or band; focus on the quality of the student response and how to improve it; reflect the student's learning goals and encourage self-regulation.

Monitoring task data informs differentiation of teaching and learning. It is notused in reporting of student academic achievement.Teachers record information about the administration of monitoring tasks and/or tools, where appropriate, in unit plans as part of the three levels of planning.Results may be recorded in OneSchool.

Diagnostic tools

Wooroolin State School administers diagnostic tools to gather further evidence of student learning progress and to inform teaching and learning. Teachers administer diagnostic tools when more detailed information isrequired about discrete skills that relate to learning.Diagnostic assessment data informs differentiation of teaching and learning. Itis not used in reporting of student academic achievement. Teachers may record information about the administration of diagnostic tools,where appropriate, in unit plans as part of the three levels of planning. Resultsmay be recorded in OneSchool.

Standardised assessments

Standardised assessments measure students' understandings and skills,developed over time by teaching the curriculum, against national standards.Teachers record information about administration of standardised assessment,where appropriate, as part of the three levels of planning. Results are recordedin OneSchool.Standardised assessment data is used by students and parents/carers to compare performance against nationalbenchmarks;teachers to identify student performance and triangulate againstassessment and reporting data;schools to map student progress, identify strengths and weaknesses insystematic curriculum delivery and set improvement goals; andschool systems and governments to support teaching and learning, andresource allocation for school improvement.

Wooroolin State School administers standardised assessments in Years 3, 5, 7 and 9 within the National Assessment Program – Literacy and Numeracy (NAPLAN). National testing is conducted each year where students participate in testingunder the *National Assessment Program-Literacy and Numeracy* (NAPLAN)to assess the skills of all students in Years 3, 5, 7 and 9 in reading, writing,language conventions spelling, grammar and punctuation) and numeracy.

Assessment and reporting data

Wooroolin State School uses student assessment and reporting data to provide the curriculum in a way that supports continuous improvement in student achievement. Assessment and reporting data in Prep to Year 6includes the schools' long-term plan for the provision of the whole curriculum; the plans for assessment in the three levels of planning;formative assessment data (monitoring, diagnostic and standardisedassessment);summative assessment data about student achievement against relevantachievement standards and related assessable elements;reporting data against the appropriate five-point scale;data collated using whole school moderation processes; and other local informing evidence.

Wooroolin State School uses this data to inform teaching and learning to meet individual student needs;quality assure assessment and moderation practices and processes in waysthat support consistency of teacher judgments and accuracy of reportingagainst the relevant achievement standards for each learning area and/orsubject in each year and/or band; and improve provision of the whole curriculum in ways that support continuousimprovement in student achievement.

Special provisions

Special provisions in the conditions of assessment are applied consistently across the school. All students are entitled to demonstrate their knowledge,understanding and skills in response to assessments. Schools andteachers support all students to participate in assessment anddemonstrate the full extent and depth of their learning. Specialprovisions in the conditions of assessment reflect differentiation, oradjustments, made to curriculum delivery.Special provisions are not adjustments to the relevant achievementstandard on which student work is judged. They do not involve compensating for what the student does not know or cannot do.

Types of special provisions

Special provisions in the conditions of assessment may include presentation – changing how an assessment appears or iscommunicated to a student from the regular format. For example,being read to rather than reading unless reading itself is what isbeing assessed; response – allowing students to complete assessments indifferent ways such as using computer software or an assistivedevice to solve and organise problems when this does notcompromise what is specifically being assessed; setting – changing location including the physical or socialconditions in which the assessment is completed and/or timing – allowing the student a longer time to complete theassessment, or change the way the time is organised or when theassessment is scheduled.Who should be considered for special provision?Any student who has a specific educational need may be consideredfor special provision including students with educational needs arising primarily from socio-economic or cultural factors; with disability such as those of a sensory, motor and/orneurological nature; for whom English is an Additional Language or Dialect (EAL/D); who are gifted or talented; with short-term impairments such as glandular fever or fracturedlimbs.

Summative assessment

Summative assessment provides evidence of student learning against therelevant achievement standards for each learning area and/or subject inPrep to Year 10. Specify the summative assessment for each learning area and/or subject in each semester taught. Summative assessment is planned and described with increasing degrees of detail within the three levels planning. Summative assessment is designed in relation to the assessable elements for the learning area and/or subject and provides opportunities for students, in the context of the task, to demonstrate depth of content understandings; sophistication of skills; application of communication and/or practical performance skills; appropriate to the audience and purpose.

Summative assessment provides opportunities for students to interrelate understandings and skills derived from aspects of theachievement standard being assessed; demonstrate a range of performance against each aspect of theachievement standard being assessed (using the appropriate five pointscale).

Tasks should cater for students with diverse learning needs by providingequitable access for all students. See *Special provisions* in the conditionsof assessment.Forefronting summative assessment as part of systematic curriculumdelivery ensures the alignment of curriculum and assessment.Administer summative assessment, for the purposes of reporting toparents/carers, and to gather evidence against the relevant achievementstandards.Teachers should administer summative assessment that includes a tasksheet4, which specifies the assessment conventions, and a marking guide.Use marking guides that use the relevant achievement standards andassessable elements, to judge the quality of the evidence of studentachievement demonstrated in the assessment.Teachers create marking guides for each summative assessment.The relevant achievement standard provides a fixed reference pointfor describing expectations about the quality of student work at the 'C'standard.

Marking guides provide a way of describing student achievement with reference to therelevant achievement standards; are an accountability mechanism for teachers to make on-balancejudgments about the quality of evidence in a student response to asummative assessment task; make transparent how judgments are made about the quality of theevidence demonstrated in the student response to a summativeassessment task; are used to provide feedback specific to the individual student focusedon the quality of their performance; and to inform teaching and learning; support whole school moderation processes to align curriculum,pedagogy, assessment and reporting.

Marking guides are contextualised to the task and specify a purpose statement that describes the focus of the assessment inrelation to aspects of the achievement standard being assessed (it foregrounds the relative significance of each assessable element beingassessed); assessable elements that group the valued understandings and skillsdescribed in the relevant achievement standards; task-specific standard descriptors that describe the range ofperformances (using a five-point scale) against the aspects of theachievement standard and related assessable elements being assessed; the appropriate five-point scale that is used to award a level ofachievement for the student response that contributes to the student's assessment folio.

Assessment Folios

Wooroolin State School maintains an assessment folio for each student in each learning area and/or subject. An assessment folio contains student responses to summative assessments. Teachers create student assessment folios that collect evidence of student achievement, specifically summative assessment that provides evidence of student learning against the relevant achievement standard for each learning area and/or subject for reporting purposes. The folio correlates to the year and/or band plans and mark books5 for each learning area and/or subject.

The student assessment folio contains a summative assessment task for each unit; student response to each summative assessment task; related marking guide for each summative assessment task with annotations about evidence in the student response that demonstrate aspects of the achievement standard being assessed for each assessable element, on-balance teacher judgments about student performance for each assessable element, an overall level of achievement for reporting purposes at the end of each semester.

Wooroolin State School uses the student's assessment folio, at the end of each semester, to determine the overall level of achievement in each subject using the appropriate five-point scale. Teachers use the assessment folio to track student progress in demonstrating evidence against the whole achievement standard for each learning area and/or subject in each year and/or band; record student performance against each of the assessable elements and the overall level of achievement awarded for each summative assessment task; make an on-balance judgment about a student's performance against the relevant achievement standards for each learning area and/or subject in each year and/or band; moderate at the end of the reporting period to determine the overall level of achievement in each learning area and/or subject using the appropriate five-point scale; award an overall level of achievement for reporting purposes based on student responses to summative assessment for each learning area and/or subject at the end of each semester; report the overall level of achievement awarded for each learning area and/or subject in each year and/or band to parents/carers at the end of each semester.

Summative assessment data is used by students and parents/carers to monitor student performance against the relevant achievement standards for each learning area and/or subject in each year and/or band; teachers as evidence to support professional conversations and moderation processes; and to identify and respond to problems of practice; schools, as part of the *School Improvement Model*, to triangulate against other informing evidence; and to identify strengths and weaknesses in systematic curriculum delivery and set improvement goals.

Moderation

Whole school moderation processes refer to professional conversations and a series of activities that ensure consistency of judgments about student achievement on individual summative assessment tasks against aspects of the relevant achievement standards; accuracy of judgments about overall levels of achievement (using student assessment folios) for reporting against the relevant achievement standards at the end of each semester. Before undertaking moderation processes, schools should develop a shared understanding of how these processes are embedded in systematic curriculum delivery and the assessment literacy of all stakeholders, a deep knowledge of the relevant achievement standards, assessable elements, and the features and design of quality summative assessment and related marking guides, the role of common summative assessment.

Wooroolin State School develops and maintains a whole school approach to moderation. A whole school approach to moderation ideally underpins systematic curriculum delivery and is conducted at multiple junctures throughout the teaching and learning cycle, is reflected in the three levels of planning and is adopted as a common approach across the school, and responds to assessment and reporting data. Moderation should occur before assessment takes place, at the planning stage, and at appropriate times throughout teaching and learning, after assessment takes place, but before it is graded, after assessment is graded, at the end of the reporting period using assessment folios. Moderation is used to align curriculum, pedagogy, assessment and reporting before assessment takes place, at the planning stage, and at appropriate times throughout teaching and learning. Moderation is iterative and cyclical, and supports the alignment between curriculum, pedagogy, assessment and reporting.Moderation requires the forefronting of assessment in curriculum planning and supports schools to align what is being assessed, what and how the teacher is teaching and the student is learning; what is reported at the end of each semester for each learning area and/or subject in each year and/or band. Schools also use moderation processes to understand the relevant achievement standards for each learning area and/or subject in each year and/or band; inform teaching and learning, and the design of summative assessment; achieve proactive and consistent teacher judgments, rather thanretrospective judgments; enhance student, parent/carer and community confidence in teacher judgments. Data collected using whole school moderation processes may be about strengths and areas for improvement in teaching and learning common to groups or cohorts of students and/or the provision of the curriculum and/or certain design features of summative assessment in the three levels of planning.

Moderation processes are used to support consistency of teacher judgments against the relevant achievement standards, after assessment takes place, before it is graded, and after it is graded. Moderation processes support confidence in teachers' ability to make consistent and valid standards-based judgments about the quality of student responses to summative assessment and assessment folios. Consistent and valid teacher judgments about the quality of studentresponses to summative assessment and work contained in assessment folios in Prep to Year 10 relies on standards, evidence and consensus.

Moderation processes are used to support accuracy of reported results against the relevant achievement standards, at the end of the reporting period using assessment folios. Moderation processes support confidence in the accuracy of reported results against the relevant achievement standards for each learning area and/or subject in each year and/or band. Moderation processes are carried out across the whole school and at various junctures to ensure reliability of reported results.

REPORTING

Wooroolin State School reports to parents on student achievement against the relevant achievement standards for each learning area/subject.

Reporting is part of communicating with parents and building the school-parent partnership to improve student learning. School reporting processes are clear and transparent for parents, so they understand:

- the learning expectations for the student
- the student's achievement against expected standards
- how well the student is engaging with the expected learning
- how the student may be able to improve.

In addition to providing written reports twice a year, Wooroolin State School offers parents opportunities to discuss their child's educational performance at the school with their child's teacher(s). Each school has established procedures in place for parent-teacher interviews.

Written reports

Wooroolin State School uses the appropriate template in OneSchool to complete written reports to parents. These report student achievement for each learning area/subject studied in the reporting period. Student effort and behaviour is also reported.

Schools choosing to provide additional information on aspects of particular learning areas or subjects can use the comments section of the report for this purpose.

Comparative reporting

On request from a parent for information about their child's performance relative to that of other students, the school provides a comparison of the student's peer group at the school — subject to the privacy of individual students being maintained. This may not be possible for students with an Individual Curriculum Plan. Schools may choose one of two formats in OneSchool to provide this comparison which shows the number of students in each of five achievement ratings.

Reporting against what is taught and assessed

Reporting in Prep to Year 6

For each reporting period, schools report separately on each subject taught.Students are assessed and reported against the achievement standard for the year / band of years taught. The report represents the student's level of achievement at the time of reporting. Reporting scales vary across the years of schooling (see Table 2: Reporting scales).Each semester, schools report on student achievement in the aspects of an achievement standard that have been taught and assessed during the reporting period. This on-balance judgement is based on the evidence of student performance in the assessment folio — refer to AssessmentAt the end of the semester in which the achievement standard is completed, the teacher makes an on-balance judgement about the student's overall level of achievement for the achievement standard. This judgement is based on the evidence of student performance in the assessment folio. It takes into consideration the most recent evidence.

Reporting for diverse students

Students who receive highly focused and intensive teaching on a particular aspect of a learning area/subject are still assessed and reported against their year-level achievement standard for that learning area/subject.Students provided a different year-level curriculum than their age cohort for an entire learning area/subject are assessed and reported against the achievement standards for the year-level curriculum they are taught (see *A Whole school approach to support student learning*Table 2).Reporting for these students taught and assessed at a different year level than their age cohort uses the five-point scale specified for their age rather than the scale related to the year level of the curriculum they have been taught (see Table 2).Students on a highly individualised curriculum are assessed and reported against the learning expectation identified in their Individual Curriculum Plan.

Students learning English as an additional language or dialect (EAL/D) in their first 12 months of Australian schooling can be exempt from 5-point-scale reporting if necessary. For these students, reports are to contain a written statement about the student's:

- English language proficiency against the *Bandscales State Schools (Queensland)*
- achievement in the learning areas/subjects of the curriculum if appropriate.

Reporting is based on evidence - Reports reflect:

- judgments about the quality of student learning, based on evidence collected during the reporting period
- the student's most consistent level of achievement with consideration to more recent evidence.

The evidence of each student's achievement is collected using a range of assessments aligned to the curriculum. This assessment folio provides the basis for reporting judgments about the student's overall level of achievement in the learning area/subject. For additional information refer to the section on*Assessment.*

Reporting uses on-balance judgments - Teachers make on-balance judgments about the quality of student work in the assessment folio, that is, how well the student has met those elements of the achievement standard that have been taught and assessed during the reporting period. A level of achievement is then awarded using a five-point scale (A-E or equivalent depending on the year level).

Reporting scales for learning areas/subjects

Prep reporting scales
The Prep year has been recognised as the first year of schooling in Queensland since 2012. Prep is equivalent to the Foundation year (F) of the Australian Curriculum.

It is suggested that Prep teachers use comments to report on student achievement in the early learning areas of: Social and personal learning; Health and physical learning; and Active learning processes (*Early Years Curriculum Guidelines*) in 2014 and 2015.

For Prep:Wooroolin State School uses the following five-point scale to report student achievement in the Australian Curriculum:

- *Applying (AP)*
  The student applies a thorough understanding of the required concepts, facts and procedures. The student demonstrates a high level of skill that can be transferred to new situations.
- *Making Connections (MC)*
  The student makes connections using the curriculum content and demonstrates a clear understanding of the required concepts, facts and procedures. The student applies a high level of skill in situations familiar to them and is beginning to transfer skills to new situations.
- *Working With (WW)*
  The student can work with the curriculum content and demonstrates understanding of the required concepts, facts and procedures. The student can apply skills in situations familiar to them.
- *Exploring (EX)*
  The student is exploring the curriculum content and demonstrates understanding of aspects of the required concepts, facts and procedures. The student applies a varying level of skill in situations familiar to them.
- *Becoming Aware (BA)*
  The student is becoming aware of the curriculum content and demonstrates a basic understanding of aspects of required concepts, facts and procedures. The student is beginning to apply skills in situations familiar to them.
- *N:* Insufficient evidence to make a judgment.

Years 1 – 2 reporting scales

Use the following five-point scale to report student achievement in Years 1 – 2:

- *Very High*
  The student applies a thorough understanding of the required concepts, facts and procedures. The student demonstrates a high level of skill that can be transferred to new situations.
- *High*
  The student makes connections using the curriculum content and demonstrates a clear understanding of the required concepts, facts and procedures. The student applies a high level of skill in situations familiar to them and is beginning to transfer skills to new situations.
- *Sound*
  The student can work with the curriculum content and demonstrates understanding of the required concepts, facts and procedures. The student can apply skills in situations familiar to them.
- *Developing*
  The student is exploring the curriculum content and demonstrates understanding of aspects of the required concepts, facts and procedures. The student applies a varying level of skill in situations familiar to them.
- *Support required*
  The student is becoming aware of the curriculum content and demonstrates a basic understanding of aspects of required concepts, facts and procedures. The student is beginning to apply skills in situations familiar to them.
- *N:* Insufficient evidence to make a judgment.

Years 3 – 6 reporting scales

Wooroolin State School uses the following five-point scale to report student achievement in Years 3 – 6:

A Evidence in a student's work typically demonstrates a very high level of knowledge and understanding of the content (facts, concepts, and procedures), and application of skills

B Evidence in a student's work typically demonstrates a high level of knowledge and understanding of the content (facts, concepts, and procedures), and application of skills.

C Evidence in a student's work typically demonstrates a sound level of knowledge and understanding of the content (facts, concepts, and procedures), and application of skills.

D Evidence in a student's work typically demonstrates a limited level of knowledge and understanding of the content (facts, concepts and procedures), and application of skills.

E Evidence in a student's work typically demonstrates a very limited level of knowledge and understanding of the content (facts, concepts and procedures), and application of skills.

N: Insufficient evidence to make a judgment.

Table 1 provides a summary of assessment and reporting requirements, for a range of student cohorts, matched to curriculum provision.

Table 1: **Summary of requirements**

Student	Definition	Curriculum taught	Assessment and reporting
Most students	Students in a year-level	Year-level curriculum for age cohort (with differentiated instruction.	Assessed and reported against the year-level achievement standard for age cohort.
Students requiring additional learning support	Students requiring additional learning support to meet year-level expectations	Year-level curriculum for age cohort for majority (with differentiated instruction and focused teaching as required).	Assessed and reported against the year-level achievement standard for age cohort.
		Small percentage provided a different year-level curriculum as identified in their Individual Curriculum Plan.	Assessed and reported against the achievement standard of the year-level curriculum provided, as identified in their Individual Curriculum Plan. Reported using the five-point scale specified for their age rather than the year level of the curriculum provided.
Students with disability	See: • DET's *Disability Policy* • DET's *Curriculum provision to students with disability*	Year-level curriculum for age cohort for majority (with differentiated instruction as required).	Assessed and reported against the year-level achievement standard for age cohort
		Small percentage provided a different year-level curriculum as identified in the negotiated Individual Curriculum Plan.	Assessed and reported against the achievement standard of the year-level curriculum provided, as identified in the Individual Curriculum Plan. Reported using the five-point scale specified for their age rather than the year level of the curriculum provided.
		Very small percentage on a highly individualised curriculum providing significant educational support — based on adjustments to curriculum content and achievement standards *using the Australian Curriculum extended General Capabilities* — as identified in the Individual Curriculum Plan.	Assessed and reported against the expectations documented in the Individual Curriculum Plan. Reported using the appropriate highly individualised reporting scale.
Gifted and talented students	See: DET's *Curriculum provision to gifted and talented students*	Year-level curriculum for age cohort for majority (with differentiated instruction as required).	Assessed and reported against the year-level achievement standard for age cohort.
		Some students provided a higher year-level curriculum in one or more subjects or learning areas as identified in the Individual Curriculum Plan.	Assessed and reported against the achievement standard of the year-level curriculum provided, as identified in the Individual Curriculum Plan. Reported using the five-point scale specified for their age rather than the year level of the curriculum provided.
		Small percentage of students provided full year-level acceleration as identified in their Individual Curriculum Plan.	Assessed and reported as part of year-level cohort to which student is accelerated (year level advancement) as identified in the Individual Curriculum Plan. Reported using the five-point scale specified for their age rather than the year level of the curriculum provided.
		Small percentage of EAL/D students within their first 12 months of Australian schooling provided with an intensive Standard Australian English program.	Assessed and reported against the *Bandscales State Schools (Queensland)* for English language proficiency and achievement in the learning areas/subjects as appropriate.

Table 2 shows how the naming of five-point scales varies across the years of schooling.

Table 2: **Reporting scales**

	Prep	**Years 1 – 2**	**Years 3 – 6**
Achievement	Australian Curriculum: ▪ Applying ▪ Making Connections ▪ Working With ▪ Exploring ▪ Becoming Aware Queensland curriculum: ▪ Comment	▪ Very High ▪ High ▪ Sound ▪ Developing ▪ Support Required	▪ A ▪ B ▪ C ▪ D ▪ E
Effort and Behaviour	▪ Comment	▪ Very High ▪ High ▪ Sound ▪ Developing ▪ Support required	▪ Excellent ▪ Very good ▪ Satisfactory ▪ Needs attention ▪ Unacceptable

WOOROOLIN STATE SCHOOL
2018 & 2019 CYCLE OF C2C UNITS
PREP-YEAR 2

2018						
	Semester 1				**Semester 2**	
English	C2C Year 1 Unit 1	C2C PREP Unit 2	C2C PREP Unit 3	C2C Year 1 Unit 4	C2C Year 2 Unit 5	C2C Year 1 Unit 6	C2C Year 2 Unit 2
Maths	C2C P-2 Unit 1		C2C P-2 Unit 2		C2C P-2 Unit 3		C2C P-2 Unit 4
Science	*Primary Connections –* Year 1 - Schoolyard Safari (Bi)		*Primary Connections –* Foundation - What's it Made of? (Ch)		*Primary Connections –* Year 2 - Waterworks (E&S)		*Primary Connections –* Foundation - On the Move (Ph)
History	C2C Year 1Unit 1 and Year 2 Unit 2						
Geography					C2C PREP Unit 2 and Year 2 Unit 1		
Arts	*Visual Arts* – Colour, Colour Mixing			*Visual Arts* – 3D Art | *Media Arts* – integrated with English Unit		*Music/Drama –* End of Year Production	
Design &Technologies	QCAA Years 1-2 Insect Designer				C2C Year 1 Unit 1 - Moving Toys		
Digital Technologies	Introduction to Computers				C2C P-2 Unit 1		
Health & HPE	*Movement & Physical Education* Swimming / Life-Saving Fundamental Movement & Games		*Movement & Physical Education* Athletics Ball Games		*Movement & Physical Education* Bat and Ball Skills Fitness		*Movement & Physical Education* Swimming / Life-Saving Ball Games
	Personal, Social & Community Health C2C PREP Unit 1 and PBL				*Personal, Social & Community Health* C2C Year 1 Unit 2 and PBL		

2019						
	Semester 1				**Semester 2**	
English	C2C PREP Unit 1	C2C Year 1 Unit 2	C2C Year 2 Unit 3		C2C Year 2 Unit 6	C2C Year 1 Unit 5	C2C PREP Unit 4
Maths	C2C P-2 Unit 1		C2C P-2 Unit 2		C2C P-2 Unit 3		C2C P-2 Unit 4
Science	*Primary Connections –* Year 1 – Dinosaurs and More (L&L)		*Primary Connections –* Year 1 – Bend It Stretch It (Ch)		*Primary Connections –* PREP – Weather in my World (E&S)		*Primary Connections –* Year 2 – Push & Pull (Ph)
History	C2C PREP Unit 1 & Year 1 | Unit 2						
Geography					C2C Year 1 Unit 1 & Year 2 Unit 2		
Arts	*Visual Arts* C2C P-2 Unit 3 *Music*		*Music*		*Dance* Integrated with HPE		*Music/Drama –*End of Year Production *Media Arts* Integrated with Unit (based on P-2 Unit 2 Media)
Design & Technologies	C2C P-2 Unit 2				Integrated Science – Push & Pull		
Digital Technologies	Introduction to Computers				C2C P-2 Unit 2		
Health & HPE	*Movement & Physical Education –* Swimming / Life-Saving Fundamental Movement & Games		*Movement & Physical Education* Athletics Ball Games		*Movement & Physical Education –* Teamwork Indigenous Games		*Movement & Physical Education –* Swimming / Life-Saving Ball Games
	Personal, Social & Community Health - C2C PREP Unit 3 & PBL				*Personal, Social & Community Health -* C2C Year 2 Unit 2 & PBL		

WOOROOLIN STATE SCHOOL
2020 & 2021 CYCLE OF C2C UNITS
PREP-YEAR 2

2020						
	Semester 1			**Semester 2**		
English	C2C PREP Unit 2	C2C Year 2 Unit 1	C2C Year 1 Unit 3	C2C Year 2 Unit 4	C2C P-2 Unit 7	C2C Year 1 Unit 7
Maths	C2C P-2 Unit 1		C2C P-2 Unit 2	C2C P-2 Unit 3		C2C P-2 Unit 4
Science	*Primary Connections –* PREP – Staying Alive (L&L)		*Primary Connections –* Year 2 – All Mixed Up (Ch)	*Primary Connections –* Year 1 – Up Down & All Around (E&S)		*Primary Connections –* Year 1 – Look & Listen (Ph)
HASS	TBA					
Arts	*Visual Arts* C2C P-2 Unit 1 *Music*		*Music*	*Dance* Integrated with HPE		*Music/Drama* –End of Year Production *Media Arts* Integrated with Unit (based on P-2 Unit 3 Media)
Design & Technologies	C2C P-2 Unit 3			Integrated Science – Look & Listen		
Digital Technologies	Introduction to Computers			C2C P-2 | Unit 3		
Health & HPE	*Movement & Physical Education* Swimming / Life-Saving Fundamental Movement & Games		*Movement & Physical Education* Athletics Ball Games	*Movement & Physical Education* Bat and Ball Skills Fitness		*Movement & Physical Education* Swimming / Life-Saving Ball Games
	Personal, Social & Community Health – C2C Year 2 Unit 1 & PBL			*Personal, Social & Community Health –* C2C Year 1 Unit 3 & PBL		

2021				
	Semester 1		**Semester 2**	
English	TBA			
Maths	C2C P-2 Unit 1	C2C P-2 Unit 2	C2C P-2 Unit 3	C2C P-2 Unit 4
Science	TBA			
HASS	TBA			
Arts	TBA			*Music/Drama* –End of Year Production
Technologies	TBA			
Health & HPE	*Movement & Physical Education –* Swimming / Life-Saving Fundamental Movement & Games	*Movement & Physical Education* Athletics Ball Games	*Movement & Physical Education –* Teamwork Indigenous Games	*Movement & Physical Education –* Swimming / Life-Saving Ball Games
	Personal, Social & Community Health - TBA		*Personal, Social & Community Health –* TBA	

WOOROOLIN STATE SCHOOL
2018 & 2019 CYCLE OF UNITS
YEARS 3-6

2018							
	Semester 1				Semester 2		
English	C2C Year 3 Unit 1	C2C Year 4 Unit 2	C2C Year 5 Unit 3		C2C Year 6 Unit 4	C2CYear 3 Unit 5	C2C Year 4 Unit 6
Maths	C2C Unit 1	C2C Unit 2	C2C Unit 3	C2C Unit 4	C2C Unit 5	C2C Unit 6	C2C Unit 7	C2C Unit 8
Science	*Primary Connections –* Year 4 - Plants in Action (Bi)		*Primary Connections –* Year 5 - What's the Matter (Ch)		*Primary Connections -* Year 6 - Earthquake Explorers (E&S)		*Primary Connections –* Year 3 - Heating Up (Ph)
History	C2C Year 3 Unit 2 Remember Significant Events of the Past		C2C Year 6 Unit 2 Contribution of Significant Individuals to the Development of Australian Society				
Geography					C2C Year 4 Unit 1 Exploring Environments and Places		C2C Year 6 Unit 2 Investigating the Development of Australia as a Diverse Society
Arts	*Visual Arts –* C2C Band 3/4 Unit 2 – Tiny Worlds			*Media Arts –* C2C Band 3/4 Unit 2 – Poetry in Motion		*Music/Drama –* End of Year Production	
Technologies		*Digital Technologies Hub –* Year 3 – Secret Messages & Codes			*Digital Technologies Hub –* Year 4 – Programming Projects		*Design &Technologies –* Band 3/4 Unit 3 – Pinball Paradise
Health & HPE	*Movement & Physical Education* Swimming / Life-Saving Fundamental Movement & Games		*Movement & Physical Education* Athletics Ball Games		*Movement & Physical Education* Bat and Ball Skills Fitness		*Movement & Physical Education* Swimming / Life-Saving Ball Games
	Personal, Social & Community Health – C2C Year 3 Unit 2 – Feeling Safe			*Personal, Social & Community Health –* C2C Year 5 Unit 2 – Healthy Habits			
LOTE – Japanese	*All About Me*						

2019							
	Semester 1				Semester 2		
English	C2C Year 4 Unit 1	C2C Year 5 Unit 2	C2C Year 6 Unit 3		C2C Year 3 Unit 4	C2C Year 4 Unit 5	C2C Year 5 Unit 6
Maths	C2C Unit 1	C2C Unit 2	C2C Unit 3	C2C Unit 4	C2C Unit 5	C2C Unit 6	C2C Unit 7	C2C Unit 8
Science	*Primary Connections –* Year 4 - Material World (Ch)		*Primary Connections –* Year 5 - Earth's Place in Space (E&S)		*Primary Connections –* Year 6 - Essential Energy (Ph)		*Primary Connections –* Year 3 - Feathers, Furs or Leaves? (Bi)
HASS	TBA				TBA		
Arts	Visual Arts - *C2C Bands 5/6 Unit 1 – The Animal Within*			Media Arts – *C2C Bands 5/6 Unit 1 – Light and Shadow*		Music/Drama – *End of Year Production*	
Technologies		*Digital Technologies -* (Digital Technologies Hub) Year 4 – Exploring Input & Output			*Digital Technologies -* (Digital Technologies Hub) Year 5 – Digital Citizenship		*Design &Technologies –* C2C Band 5/6 Unit 3 – Design for Nature
Health & HPE	*Movement & Physical Education –* Swimming / Life-Saving Fundamental Movement & Games		*Movement & Physical Education* Athletics Ball Games		*Movement & Physical Education –* Teamwork Indigenous Games		*Movement & Physical Education –* Swimming / Life-Saving Ball Games
	Personal, Social & Community Health – C2C Year 4 Unit 4 – Netiquette and Online Protocols			*Personal, Social & Community Health –* C2C Year 6 Unit 3 – What am I Drinking?			
LOTE - Japanese	TBA				TBA		

WOOROOLIN STATE SCHOOL
2020 & 2021 CYCLE OF UNITS
YEARS 3-6

2020							
	Semester 1			**Semester 2**			
English	C2C Year 5 Unit 1	C2C Year 6 Unit 2	C2C Year 3 Unit 3	C2C Year 4 Unit 4	C2C Year 5 Unit 5		C2C Year 6 Unit 6
Maths	C2C Unit 1	C2C Unit 2	C2C Unit 3	C2C Unit 4	C2C Unit 5	C2C Unit 6	C2C Unit 7	Consolidation/Review
Science	*Primary Connections –* Year 4 - Beneath our Feet (E&S)		*Primary Connections –* Year 5 - Light Shows (Ph)		*Primary Connections –* Year 6 - Marvellous Micro-organisms (Bi)		*Primary Connections –* Year 3 - Melting Moments (Ch)
HASS	TBA				TBA		
Technologies			*Digital Technologies –* *(Digital Technologies Hub)* Year 4 - Use Data to Solve Problems		*Digital Technologies –* *(Digital Technologies Hub)* Year 6 – Creating a Digital Game		*Design & Technologies –* C2C Band 3/4 Unit 1 – Repurpose It
Arts	*Visual Arts –* C2C Band 3/4 Unit 3 – Patterns in the Playground			*Media Arts –* C2C Band 3/4 Unit 3 – On the Cover			*Music/Drama –* *End of Year Production*
Health & HPE	*Movement & Physical Education* Swimming / Life-Saving Fundamental Movement & Games		*Movement & Physical Education* Athletics Ball Games		*Movement & Physical Education* Bat and Ball Skills Fitness		*Movement & Physical Education* Swimming / Life-Saving Ball Games
	Personal, Social & Community Health – C2C Year 3 Unit 3 – Healthy Futures				*Personal, Social & Community Health –* C2C Year 5 Unit 3 – Multicultural Australia		
LOTE - Japanese	TBA				TBA		

2021							
	Semester 1			**Semester 2**			
English	Year 6 Unit 1	Year 3 Unit 2	Year 4 Unit 3	Year 5 Unit 4	Year 6 Unit 5		Year 3 Unit 6
Maths	C2C Unit 1	C2C Unit 2	C2C Unit 3	C2C Unit 4	C2C Unit 5	C2C Unit 6	C2C Unit 7	Consolidation/Review
Science	*Primary Connections –* Year 4 - Smooth Moves (Ph)		*Primary Connections -* Year 5 - Desert Survivors (Bi)		*Primary Connections –* Year 6 - Change Detectives (Ch)		*Primary Connections –* Year 3 - Night & Day (E&S)
HASS	TBA				TBA		
Technologies			*Digital Technologies (Digital Technology Hub)* Year 4 – Apply Protocols		*Digital Technologies (Digital Technology Hub)* Year 6 – Representing Images Using Binary		*Design & Technologies –* C2C Band 5/6 Unit 1 – Harvesting Good Health
Arts	*Visual Arts –* C2C Band 5/6 Unit 3 – Grand Shelter Designs			*Media Arts –* C2C Band 5/6 Unit 3 – Music Video			*Music/Drama –* *End of Year Production*
Health & HPE	*Movement & Physical Education –* Swimming / Life-Saving Fundamental Movement & Games		*Movement & Physical Education* Athletics Ball Games		*Movement & Physical Education –* Teamwork Indigenous Games		*Movement & Physical Education –* Swimming / Life-Saving Ball Games
	Personal, Social & Community Health – C2C Year 4 Unit 3 – Health Channels				*Personal, Social & Community Health –* C2C Year 6 Unit 4 – Transitioning		
LOTE – Japanese	TBA				TBA		

Australian Curriculum: English

Content Structure

The Australian Curriculum: English Foundation to Year 10 is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English (English). Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- *Language*: knowing about the English language
- *Literature*: understanding, appreciating, responding to, analysing and creating literature
- *Literacy*: expanding the repertoire of English usage.

Strands and sub-strands

Content descriptions in each strand are grouped into sub-strands that, across the year levels, present a sequence of development of knowledge, understanding and skills. The sub-strands are:

language	literature	literacy
Language variation and change	Literature and context	Texts in context
Language for interaction	Responding to literature	Interacting with others
Text structure and organisation	Examining literature	Interpreting, analysing and evaluating
Expressing and developing ideas	Creating literature	Creating texts
Sound and letter knowledge		

Cycle	Term 1		Term 2		Term 3		Term 4
2018	**Year 1, Unit 1** **Exploring 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. **Assessment:** *Informative response – written* Students comprehend and respond to imaginative texts (picture books).	**P-2, Unit 2**	**PREP, 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. 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. 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. **Assessment:** **Create and recite a rhyme** *Imaginative response – oral* Students listen to and demonstrate knowledge of rhyme through written and spoken communication. **Responding to a rhyming story** *Informative response – oral* Students communicate an opinion about a familiar rhyming story and identify the use of rhyme.	**Year 1, 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. **Assessment:** **Create and present a character** *Informative response – oral* Students create a new character for a familiar story and discuss choices in an interview.	**Year 2, 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. **Assessment:** **Writing an informative text** *Informative response – written* Students create an informative text with a supporting image.	**Year 1, 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. **Assessment:** **Reading and comprehension** *Short answer questions* Students demonstrate reading accuracy, fluency and understanding of the different purposes of texts. **Multimodal procedure** *Poster/multimodal presentation* Students create a digital multimodal procedure, combining and connecting written, visual and spoken elements.	**Year 2, 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. **Assessment:** **Imaginative narrative** *Imaginative response – written* Students create a new narrative about family relationships and/or friendships for a familiar animal character.

Cycle	Term 1		Term 2	Term 3		Term 4
2019	**PREP, 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. 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. **Assessment:** There is no summative assessment of student learning in this unit. Monitor student learning through the unit.	**Year 1, 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. **Assessment:** **Reading and comprehension** *Interview* Students demonstrate reading accuracy, fluency and comprehension of character development. **Character description** *Informative response – written* Students create a character description using writing and images.	**Year 2, Unit 3** **Exploring characters** Students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts. They compare how similar characters are depicted in two literary texts and write a text expressing a preference for one character, giving reasons. **Assessment:** **Reading and comprehension** *Oral* Students demonstrate reading accuracy and respond orally to comprehension questions. **Expressing a preference for a character** *Informative response – written* Students compare characters in two versions of the same story and express a preference for a character.	**Year 2, 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. **Assessment:** **Reading comprehension** *Short answer questions* Students read aloud and respond to comprehension questions with oral responses focusing on literal and inferred meaning. **Create a digital multimodal text** *Poster/multimodal presentation* Students write an imaginative event to add to a familiar narrative and support the event with appropriate images that match the text.	**Year 1, 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 retelling of their favourite story to an audience of peers. **Assessment:** **Retelling of a cultural story** *Poster/ multimodal presentation* Students create and present a retelling of a traditional or cultural story.	**PREP, 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. 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. **Assessment:** **Reading and comprehending** *Short answer questions* Students read aloud and respond orally to comprehension questions. **Writing and creating a response to a story** *Imaginative response – written* Students write a letter to a main character from a familiar story and create a supporting image or illustration.

Cycle	Term 1		Term 2	Term 3		Term 4
2020	**PREP, 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. 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. Students sequence events from a range of texts, including stories from Aboriginal peoples and Torres Strait Islander peoples, and select a favourite story to retell to a small group of classmates. They prepare for their spoken retelling by drawing events and writing familiar words. **Assessment:** **Retell a story** *Informative response – oral* Students demonstrate comprehension of a familiar story through retelling events to peers.	**Year 2, Unit 1** **Reading, writing and performing poetry** Students read and listen to a range of poems to create a poetry innovation. Students present their poem or rhyme to a familiar audience and explain their preference for aspects of poems. **Assessment:** **Innovation of a poem** *Imaginative response – oral* Students create and present an innovation of a known poem to a familiar audience	**Year 1, 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. **Assessment:** **Comprehending poetry** *Written* Students read, view or listen to a poem, identifying language features and vocabulary used in poetry and recognising literal and implied meaning. **Poem recitation** *Oral* Students perform a recitation or reading of a poem for a familiar audience.	**Year 2, 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. **Assessment:** **Multimodal procedure** *Poster/ multimodal presentation* Students create, rehearse and present a multimodal procedure.	**P-2, Unit 7**	**Year 1, 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. **Assessment:** **Reading and comprehension** *Short answer questions* Students demonstrate reading accuracy, fluency and understanding of the different purposes of texts. **Multimodal procedure** *Poster/multimodal presentation* Students create a digital multimodal procedure, combining and connecting written, visual and spoken elements.

Cycle	Semester 1			Semester 2		
2018	**Year 3, 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. **Assessment** *Persuasive response – written* Students examine ways persuasive language features are used to influence an audience.	**Year 4, Unit 2** ***Examining humour in poetry*** Students read and listen to a range of humorous poems by different authors. They identify structural features and poetic language devices in humorous poetry. They use this knowledge to innovate on poems and evaluate the poems by expressing a personal viewpoint using evidence from the poem. **Assessment** **Interpret and evaluate a humorous poem: Reading comprehension** *Exam/Test* Students interpret and evaluate a humorous poem for its characteristic features.	**Year 5, Unit 3** ***Examining characters in animated film*** Students listen to, read, view and interpret a range of multimodal texts including comics, cartoons and animations. They produce a digital multimodal short story exploring a character's behaviour when faced with an ethical dilemma. **Assessment** **Digital multimodal short story** *Poster/multimodal presentation* Students create a digital multimodal short story that focuses on the behaviours of two main characters when faced with an ethical dilemma.	**Year 6, Unit 4** ***Interpreting literary texts*** Students listen to, read and view extracts from literary texts set in earlier times. They demonstrate their understanding of how the events and characters are created within historical contexts. They create a literary text that establishes time and place for the reader and explores personal experiences. **Assessment** **A letter to the future** *Informative response – written* Students write a letter to a student in the future to evoke a sense of time and place.	**Year 3, Unit 5** ***Examining imaginative texts*** Students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual features used to suit context, purpose and audience. They create a multimodal imaginative text. **Assessment** **Reading comprehension** *Short answer questions* Studentscomprehend a story, drawing on knowledge of context, text structure and language features, and evaluate language and images in the text. **Creating a multimodal text** *Poster/multimodal presentation* Students create a multimodal imaginative text about overcoming a fear, using software.	**Year 4, Unit 6** ***Examining persuasion in advertisements and product packaging*** Students recognise and analyse characteristic ideas and persuasive techniques including language features and devices, audio effects and visual composition in advertisements and their impact on the target audience. Students use appropriate metalanguage to describe the effects of persuasive techniques used on a breakfast cereal package and report these to peers. Students use word processing software tools to manipulate text and images to create an effective composition for a breakfast cereal. They write and present a persuasive speech to promote their cereal. **Assessment** **Reading and viewing comprehension:** *Short answer questions* Students identify and interpret the persuasive language features and visual elements of the product's packaging

Cycle	Semester 1			Semester 2		
2019	**Year 4, 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. **Assessment** **A new chapter** *Imaginative response – written* Students create an imaginative new chapter for a book.	**Year 5, Unit 2** **Examining media texts** Students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts. Students apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts. They create a digital, multimodal feature article, including written and visual elements, from a particular viewpoint. **Assessment** **Comprehend a feature article** *Exam/Test* Students interpret and analyse information from a feature article. **Multimodal feature article** *Poster/multimodal presentation* Students select information and create a multimodal feature article that presents a particular point of view about an issue.	**Year 6, 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. **Assessment** **Evaluation of a news report (interview transcript)** *Written* Students evaluate the use of language in a news report (interview transcript) that influences the audience to accept a particular point of view about a topic.	**Year 3, 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. **Assessment** **Retelling a narrative from a different perspective** *Imaginative response – oral* Students prepare and present a spoken retelling of a familiar narrative from the perspective of another character in the text.	**Year 4, Unit 5** **Exploring a quest novel** Students read and analyse a quest novel. Throughout the unit, students are monitored as they post comments and respond to others' comments in a discussion board to demonstrate understanding of the quest novel. Students also write a short response explaining how the author represents the main character in an important event in the quest novel. **Assessment** **Written response** *Informative response – written* Students explain how the author of a quest novel represents the main character in an important event.	**Year 5, 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. **Assessment** **Written comparison** *Written* Students write a comparison of a novel and its film adaptation and state a preference.

Cycle	Semester 1			Semester 2		
2020	**Year 5, 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. **Assessment** **Imaginative response** *Imaginative response – written* Students write the first chapter of a fantasy novel, creating a 'good' and 'evil' character, and establish setting.	**Year 6, Unit 2** **Examining advertising in the media** Students read, view and listen to advertisements in print and digital media. They understand how language and text features can be combined for persuasive effect.. They demonstrate their understanding of advertising texts' persuasive features through the creation of their own digital multimodal advertisement and an explanation of creative choices. **Assessment** **Create a multimodal advertisement** *Poster/multimodal presentation* Students create a multimodal advertisement and explain how it persuades the viewer.	**Year 3, 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. Studentswrite a persuasive letter that links to the literary text. **Assessment** **Procedural presentation** *Informative response – oral* Students create and present a spoken procedure in the role of a character from a story, where the character is explaining how to do something. **Persuasive letter** *Persuasive response – written* Students write a letter to persuade a known audience.	**Year 4, Unit 4** **Exploring recounts set in the past** Students listen to, read and explore a variety of historical texts including historical and literary recounts written from different people's perspectives. There are two assessment tasks: a reading comprehension and a spoken presentation. In the reading comprehension task, students answer questions about different historical texts. In the spoken presentation, students present an account of events in the role of a person who was present at the arrival of the First Fleet. **Assessment** **Comprehending historical recounts** *Exam/Test* Students read historical recounts, answer comprehension questions and identify language features used to engage the audience. **Spoken presentation** *Imaginative response – oral* Students deliver a spoken recount in role as a character from a particular historical context.	**Year 5, 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. **Assessment** **Digital multimodal narrative** *Poster/multimodal presentation* Students create a digital multimodal transformation of a narrative poem.	**Year 6, 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. **Assessment** **Arguing a point of view** *Informative response – written* Students argue a point of view about the effectiveness of literary and informative texts in conveying their message.

Cycle	Semester 1			Semester 2		
2021	**Year 6, 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. **Assessment** **Writing a short story** *Written* Students write an imaginative and entertaining short story about a character who faces a conflict and explain editorial choices.	**Year 3, Unit 2** **Investigating characters** Students listen to, view and read a novel to explore the authors' use of descriptive language in the construction of characters. They complete a reading log that analyses characters from the novel. Students read an extract from the novel and answer questions using comprehension strategies to build literal and inferred meaning of the text. They write a short imaginative narrative based on a familiar theme. **Assessment** **Reading comprehension** *Exam/Test* Students comprehend literal and implied meaning in a text and identify and explain the author's use of language. **Imaginative narrative** *Imaginative response – written* Students write an imaginative narrative on a familiar theme of 'friendship' that develops characters.	**Year 4, 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. **Assessment** **Create and present a traditional story** *Assignment/Project* Students create and present a traditional story which includes a moral for a younger audience.	**Year 5, 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 will interpret and evaluate poems, analysing how text structures and language features have been constructed by the poet, for specific purposes and effects. **Assessment** **Poetry analysis** *Informative response – written* Students write a poetry analysis, explaining the topic, purpose and audience of the poem; the tone and mood of the poem; and a personal response to the poem.	**Year 6, Unit 5** **Exploring literary texts by the same author** Students listen to and read novels by the same author to identify language choices and author strategies used to influence the reader. They compare two novels by the same author to identify aspects of author style. Students prepare a response analysing author style in the novel, and participate in a panel discussion. **Assessment** **Writing a short story** *Written* Students write an imaginative and entertaining short story about a character who faces a conflict and explain editorial choices.	**Year 3, Unit 6** **Reading, writing and performing poetry** Students listen to, read, view and adapt Australian poems. They analyse texts by exploring the context, purpose and audience and how language features and language devices can be adapted to create new meaning. Students write and present to a familiar audience, an adaptation of a poem, using appropriate speaking skills. Students read a rhyming text and explore ways in which the language features and devices can be highlighted in performance through the use of pace, pitch, tone, volume and gesture. **Assessment** **Writing and presenting poetry** *Imaginative response – oral* Students write and present an adaptation of a poem.

Australian Curriculum: Maths

The Australian Curriculum: Mathematics is organised around the interaction of three content strands and four proficiency strands.

The content strands are *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. They describe what is to be taught and learnt.

The proficiency strands are *Understanding*, *Fluency*, *Problem Solving*, and *Reasoning*. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

Content Strands

Number and Algebra	Measurement and Geometry	Statistics and Probability
Number and Algebra are developed together, as each enriches the study of the other. Students apply number sense and strategies for counting and representing numbers. They explore the magnitude and properties of numbers. They apply a range of strategies for computation and understand the connections between operations. They recognise patterns and understand the concepts of variable and function. They build on their understanding of the number system to describe relationships and formulate generalisations. They recognise equivalence and solve equations and inequalities. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.	Measurement and Geometry are presented together to emphasise their relationship to each other, enhancing their practical relevance. Students develop an increasingly sophisticated understanding of size, shape, relative position and movement of two-dimensional figures in the plane and three-dimensional objects in space. They investigate properties and apply their understanding of them to define, compare and construct figures and objects. They learn to develop geometric arguments. They make meaningful measurements of quantities, choosing appropriate metric units of measurement. They build an understanding of the connections between units and calculate derived measures such as area, speed and density.	Statistics and Probability initially develop in parallel and the curriculum then progressively builds the links between them. Students recognise and analyse data and draw inferences. They represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data. They assess likelihood and assign probabilities using experimental and theoretical approaches. They develop an increasingly sophisticated ability to critically evaluate chance and data concepts and make reasoned judgments and decisions, as well as building skills to critically evaluate statistical information and develop intuitions about data.

Proficiency Strands

Understanding	Fluency
Students build a robust knowledge of adaptable and transferable mathematical concepts. They make connections between related concepts and progressively apply the familiar to develop new ideas. They develop an understanding of the relationship between the 'why' and the 'how' of mathematics. Students build understanding when they connect related ideas, when they represent concepts in different ways, when they identify commonalities and differences between aspects of content, when they describe their thinking mathematically and when they interpret mathematical information.	Students develop skills in choosing appropriate procedures, carrying out procedures flexibly, accurately, efficiently and appropriately, and recalling factual knowledge and concepts readily. Students are fluent when they calculate answers efficiently, when they recognise robust ways of answering questions, when they choose appropriate methods and approximations, when they recall definitions and regularly use facts, and when they can manipulate expressions and equations to find solutions.
Problem Solving	**Reasoning**
Students develop the ability to make choices, interpret, formulate, model and investigate problem situations, and communicate solutions effectively. Students formulate and solve problems when they use mathematics to represent unfamiliar or meaningful situations, when they design investigations and plan their approaches, when they apply their existing strategies to seek solutions, and when they verify that their answers are reasonable.	Students develop an increasingly sophisticated capacity for logical thought and actions, such as analysing, proving, evaluating, explaining, inferring, justifying and generalising. Students are reasoning mathematically when they explain their thinking, when they deduce and justify strategies used and conclusions reached, when they adapt the known to the unknown, when they transfer learning from one context to another, when they prove that something is true or false and when they compare and contrast related ideas and explain their choices.

Maths | PREP-YEAR 2 | 200 hours per year | 5 hours per week | 4 units per year

Cycle	Term 1	Term 2	Term 3	Term 4
	C2C P-2 Multiage Unit, Unit 1 Through the proficiency strands — Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of: **Prep** • **Number and place value** (NPV) — count in ones forwards and backwards from different starting points, subitise to count small collections, quantify collections, identify quantities in different arrangements, connect number names, numerals and quantities • **Patterns and algebra** (PA) — identify patterns and non-patterns, describe, continue and create growing and repeating patterns, use number to describe patterns, identify missing elements in a pattern • **Using units of measurement** (UUM) — sequence familiar events, compare the duration of events, directly and indirectly compare objects based on length, mass and capacity • **Location and transformation** (LT) — interpret the language of location, follow and give simple instructions, describe position • **Data representation and interpretation** (DRI) — answer simple questions, pose simple questions, identify information gathered by asking and answering questions **Year 1** • **Number and place value** (NPV) — sequence numbers, describe growing patterns, investigate the twos number sequence, represent 2-digit numbers, investigate parts and whole of quantities, show standard partitioning of 'teen' numbers, investigate subtraction, represent and solve simple addition and subtraction problems • **Using units of measurement** (UUM) — sequence days of the week and months of the year, investigate the features and function of calendars, record significant events, compare time durations, investigate length, compare lengths using direct comparisons, make indirect comparisons of length, measure lengths using uniform informal units. • **Chance** (C) — identify outcomes of familiar events that involve chance, describe events as 'will happen', 'won't happen' or 'might happen'. • **Data representation & interpretation** (DRI) — gather data (by asking suitable questions), record data in a list & table, display data (sorting, stacking or by pictorial representation), describe displays	**C2C P-2 Multiage Unit, Unit 2** Through the proficiency strands — Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of: **Prep** • **Using units of measurement** (UUM) — compare the length of objects using direct comparison, compare the height of objects, describe the thickness and length of objects, compare the length of objects using indirect comparison , describe the duration of events, compare and order durations • **Shape** (S) — compare and sort objects based on shape and function, name familiar three-dimensional objects, construct using familiar three-dimensional objects, copy and describe lines, describe the shape of faces of objects, sort and describe familiar two-dimensional shapes • **Number and place value** (NPV) — recall forwards and backwards counting sequences, subitise collections to five, count to identify how many, represent counting sequences, compare quantities, connect number names and quantities, sequence quantities, identify parts of a whole, represent different partitioning of a whole, describe a quantity by referring to its parts • **Location and transformation** (LT) — identify and describe pathways, give and follow movement directions, represent movement paths, describe locations • **Patterns and algebra (PA)** — copy and describe repeating patterns, continue repeating patterns, describe repeating patterns using number **Year 1** • **Patterns and algebra (PA)**—investigate repeating and growing patterns, connect counting sequences to growing patterns, represent the tens number sequence • **Number and place value (NPV)** —represent and record the tens number sequence, represent two-digit numbers, standard partitioning of two-digit numbers, investigate equality, represent, record and solve simple addition and subtraction problems, identify addition problems, applying addition strategies, recording subtraction, represent multiples of ten, compare and order numbers, partition two-digit numbers, partitioning to make equal parts, representing and recording counting sequences, describing number patterns • **Location and transformation (LT)** —explore and identify location, investigate position, direction and movement, interpret directions • **Fractions and decimals (FD)** —investigate wholes and halves • **Using units of measurement (UUM)** —explore and telling time to the hour. • **Shape (S)** — investigate the features three-dimensional objects and two-dimensional shapes, describe two-dimensional shapes and three-dimensional objects • **Money and financial mathematics (MFM)** — explore features of Australian coins	**C2C P-2 Multiage Unit, Unit 3** Through the proficiency strands — Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of: **Prep** • **Using units of measurement** (UUM) — make direct & indirect comparisons of mass, explain comparisons of mass, sequence familiar events in time order, sequence the days of the week, connect days of the week to familiar events • **Number and place value** (NPV) — compare quantities, equalise quantities, combine small collections, represent addition situations, identify parts and the whole, partition quantities flexibly, share collections, identify equal parts of a whole • **Patterns and algebra** (PA) — identify, copy, continue & describe growing patterns, describe equal quantities • **Data representations and interpretation** (DRI) — identify questions, answer yes/no questions, use data displays to answer simple questions **Year 1** • **Number and place value** (NPV) — count collections, represent & record two-digit numbers, identify & describe number relationships, flexibly partition two-digit numbers, partition numbers into more than two parts, represent, record & solve simple addition & subtraction problems, recall, represent & record the ones, twos, fives & tens number sequence, identify number patterns, represent & record two-digit numbers, standard place value partitioning of two-digit numbers, identify digit values, explore doubling & halving, locate numbers on linear representations, represent, record & solve simple subtraction problems • **Fractions and decimals** (FD) — investigate wholes & halves • **Patterns and algebra** (PA) — recall the ones, twos & tens counting sequences, explore number patterns, represent the fives number sequence • **Using units of measurement** (UUM) — compare, measure & record lengths & capacity, describe durations in time, tell time to the half hour • **Money and financial mathematics** (MFM) - recognise, describe, & order Australian coins according to their value • **Location and transformation** (LT) - give & follow directions, investigate position, direction & movement.	**C2C P-2 Multiage Unit, Unit 4** Through the proficiency strands — Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of: **Prep** • **Number and place value** (NPV) — represent quantities, compare numbers, match number names, numerals and quantities, identify parts within a whole, combine collections, making equal groups, describing the joining process • **Using units of measurement** (UUM) — directly and indirectly compare the duration of events, directly and indirectly compare the mass, length and capacity of objects • **Location and transformation** (LT) — describe position, describe direction • **Shape** (S) — describe, name and compare shapes • **Data representation and interpretation** (DRI) — generate yes/no questions, identify and interpret data collected. **Year 1** • **Fractions and decimals** (FD) — identify a half • **Number and place value** (NPV) — count collections beyond 100, skip count in ones, twos, fives and tens, identify missing elements, describe patterns created by skip counting, identify standard place value partitions of two-digit numbers, position and locate two-digit numbers on a number line, partition a number into more than two parts, explain how the order of join parts does not affect the total, identify compatible numbers to 10, identify related addition and subtraction facts, subtract a multiple of ten from a two-digit number, identify unknown parts in addition and subtraction, solve addition and subtraction problems, use standard and nonstandard partitioning of two-digit numbers, count in number patterns, model numbers with a range of materials, develop and refine mental strategies for addition and subtraction problems, represent part unknown • **Data representation and interpretation** (DRI) — ask suitable questions to collect data, gather. collect, organise and represent data • **Chance** (C) — classify events based on chance. • **Patterns and algebra** (PA) — investigate growing patterns, connect counting sequences to growing patterns, represent addition and subtraction number patterns • **Using units of measurement** (UUM) — compare and sequence familiar events in time

Maths | PREP – YEAR 2 | 200 hours per year | 5 hours per week | 8 units per year

Cycle	Term 1	Term 2	Term 3	Term 4
	Year 2 • **Number and place value** (NPV) — count collections in groups of ten, represent two-digit numbers, connect two-digit number representations, partition two-digit numbers, use the twos, fives and tens counting sequence, investigate twos, fives and tens number sequences, representing addition and subtraction, use part-part-whole relationships to solve problems, connect part-part-whole understanding to number facts, recall addition number facts • **Using units of measurement** (UUM) — order days of the week and months of the year, use calendars to record and plan significant events, connect seasons to the months of the year, compare lengths using direct comparison, compare lengths using indirect comparison, measure and compare lengths using non-standard units • **Chance** (C) — identify every day events that involve chance, describe chance outcomes, describe events as likely, unlikely, certain, impossible • **Data representation & interpretation** (DRI) — collect simple data, record data in lists & tables, display data in a picture graph, describe outcomes of data investigations	**Year 2** • **Shape** (**S**) — recognise and name familiar 2D shapes, describe the features of 2D shapes, draw 2D shapes, identify 3D objects and describe the features of familiar 3D objects. • **Number and place value (NPV)** — represent two-digit numbers, read and write two-digit numbers, partition two-digit numbers into place value parts, partition smaller numbers, and explore the 3s counting sequence, recall addition number facts, identify related subtraction number facts, describe part-part-whole relationships, solve addition and subtraction problems, add and subtract 2-digit numbers, represent multiplication, represent division, solve simple grouping and sharing problems • **Patterns and algebra** (**PA**) — infer pattern rules from familiar number patterns, identify missing elements in counting patterns, and solve simple number pattern problems. • **Fractions and decimals** (**FD**) — describe fractions as equal portions or shares, represent halves and quarters of shapes, represent halves and quarters of collections, represent eighths of shapes and collections, describe the connection between halves, fourths and eighths, and solve simple number problems involving halves, fourths and eighths • **Using units of measurement** (UUM) — use a calendar, identify the number of days in each month, relate months to seasons, tell time to the quarter hour, cover surfaces to represent area, compare area of shapes and surfaces, measure area with informal units.. • **Location and transformation (LT)** — interpret simple maps of familiar locations, describe 'bird's-eye view', use appropriate language to describe locations, use simple maps to identify locations of interest • **Money and financial mathematics (MFM)** — describe the features of Australian coins, count coin collections, identify equivalent combinations, identify $5 and $10 notes, count small collections of coins and notes	**Year 2** • **Number and place value** (NPV) — investigate numbers beyond 100, represent three-digit numbers, compare & order three-digit numbers, partition three-digit numbers, read & write three-digit numbers, recall addition number facts, identify related addition & subtraction facts, add & subtract with two-digit numbers, count to & from 1000, represent 3-digit numbers, compare & order 3-digit numbers, partition 3-digit numbers, read & write 3-digit numbers, recall addition number facts, identify related addition & subtraction number facts, add & subtract with 2-digit numbers, count large collections • **Fractions and decimals** (FD) — divide shapes & collections into halves, quarters & eighths, solve simple fraction problems • **Using units of measurement** (UUM) — compare & order objects, & measure length, area & capacity using informal units, identify purposes for calendars, explore seasons & calendars of indigenous people • **Location and transformation** (LT) — describe the effect of single-step transformations including turns, flips & slides, & identify turns, flips & slides in real world situations. • **Money and financial mathematics —** count collections of coins & notes, make money amounts, read & write money amounts, compare money amounts • **Shape —** identify & describe polygons, identify & describe 2D shapes with curved sides, draw 2D shapes, describe the features of 3-dimensional objects, identify 3-dimensional objects in the environment.	**Year 2** • **Data representation and interpretation** (DRI) - identify questions of interest based on one categorical variable, gather data relevant to a question, organise and represent data, interpret data displays • **Chance** (C) - explore the language of chance, make predictions based on data displays • **Number and place value** (NPV) - recall addition number facts, identify related addition and subtraction facts, add and subtract with 2-digit and 3-digit numbers, use place value to solve addition and subtraction problems, represent multiplication and division, connect multiplication and division • **Patterns and algebra** (PA) - describe number patterns, identify missing elements in number patterns identify and describe patterns created by skip counting, investigate features of number patterns resulting from adding twos, fives and 10s, solve problems using number sentences for addition and subtraction • **Using units of measurement** (UUM) - directly compare mass of objects, use informal units to measure mass, length, area and capacity of objects and shapes, compare and order objects and shapes based on a single attribute, tell time to the quarter hour, directly compare mass of objects, use informal units to measure mass, length, area and capacity of objects and shapes, compare and order objects and shapes based on a single attribute. • **Location and transformation** (LT) — identify half and quarter turns, represent flips and slides, interpret simple maps • **Shape** (S) — draw two-dimensional shapes, describe three-dimensional objects • **Fractions and decimals** (FD) — identify halves, quarter and eights of shapes and collections.

Maths | PREP - Year 2 | 200 hours per year | 5 hours per week | 8 units per year

Cycle	Term 1	Term 2	Term 3	Term 4
	Assessment: **Prep** Assessment task:Bag sort Purpose: Students will sort and classify familiar objects and explain the basis for these classifications. This assessment provides opportunities to gather evidence of student learning in: **Number and Algebra** **Patterns and algebra** • Sort and classify familiar objects and explain the basis for these classifications. **Year 1** Assessment : My favourite 'teen' number Purpose: Students recognise, model, write and order numbers to 20. This assessment provides opportunities to gather evidence of student learning in: **Number and Algebra** **Number and place value** • Recognise, model, read, write and order numbers to at least 100. • Locate these numbers on a number line (ACMNA013) **Year 2** Assessment task:Adding and subtracting numbers Purpose: Students describe, represent and use additive concepts in different situations. This assessment provides opportunities to gather evidence of student learning in: **Number and Algebra** **Number and place value** • Explore the connection between addition and subtraction • Solve simple addition and subtraction problems using a range of efficient mental and written strategies Assessment task: In the toyshop window Purpose: Students collect, represent and describe simple, single-variant data. This assessment provides opportunities to gather evidence of student learning in: **Statistics and Probability** **Data representation and interpretation** • Identify a question of interest based on one categorical variable. Gather data relevant to the question • Collect, check and classify data • Create displays of data using lists, table and picture graphs and interpret them	**Assessment:** **Prep** Assessment: Shape sort Purpose: Students sort shapes. This assessment provides opportunities to gather evidence of student learning in: **Measurement and Geometry** **Shape** • Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment Assessment: On my plate Purpose: Students count and compare collections. This assessment provides opportunities to gather evidence of student learning in: **Number and algebra** **Number and place value** • Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point • Subitise small collections of objects • Compare, order and make correspondences between collections, initially to 20, and explain reasoning **Year 1** Assessment: Secret object Purpose: To give and follow directions to familiar locations. This assessment provides opportunities to gather evidence of student learning in: **Measurement and Geometry** **Location and transformation** • Give and follow directions to familiar locations. Assessment: Shape shakers Purpose: Students describe and compare three-dimensional objects based on their obvious geometric features. This assessment provides opportunities to gather evidence of student learning in: **Measurement and Geometry** **Shape** • Recognise and classify familiar two-dimensional shapes and three dimensional objects using obvious features Assessment : Pool Problems Purpose: Students solve simple addition problems. This assessment provides opportunities to gather evidence of student learning in: **Number and Algebra** **Number and place value** • Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts	**Assessment:** **Prep** **Assessment:** Yes or No Purpose: Students ask a yes/no question to collect information. This assessment provides opportunities to gather evidence of student learning in: **Statistics and probability** **Data representation and interpretation** • Answer yes/no questions to collect information **Assessment:** A week of events Purpose: Students plan a week events to do with a toy (visitor). This assessment provides opportunities to gather evidence of student learning in: **Measurement and geometry** **Using units of measurement** • Connect days of the week to familiar events and actions **Year 1** **Assessment:** Book display Purpose: Students order objects based on length using uniform informal units. This assessment provides opportunities to gather evidence of student learning in: **Measurement and geometry** **Using units of measurement** • Measure and compare the lengths and capacities of pairs of objects using uniform informal units **Assessment:** Pantry puzzle Purpose: Students order objects based on capacity using uniform informal units. This assessment provides opportunities to gather evidence of student learning in: **Measurement and geometry** **Using units of measurement** • Measure and compare the lengths and capacities of pairs of objects using uniform informal units **Assessment:** A handful of beans Purpose: Students describe number sequences resulting from skip counting by 2s, 5s and 10s. Count to and from 100 and locate numbers on a number line. This assessment provides opportunities to gather evidence of student learning in: **Number and Algebra** **Number and place value** • Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero • Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line **Patterns and algebra** • Investigate and describe number patterns formed by skip counting and patterns with objects	**Assessment:** **Prep** Assessment: Measurement mathematical guided inquiry Purpose: Students reason mathematically to solve an inquiry question. This assessment provides opportunities to gather evidence of student learning in: **Measurement and Geometry** **Using units of measurement** • Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language **Statistics and Probability** **Data representation and interpretation** • Answer yes/no questions to collect information Asessment: Crazy cards Purpose: Students connect number names, numerals and quantities. This assessment provides opportunities to gather evidence of student learning in: **Number and Algebra** **Number and place value** • Compare, order and make correspondences between collections, initially to 20, and explain reasoning • Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point • Subitise small collections of objects **Year 1** Assessment: Will it? Won't it? Might it? Purpose: Students classify outcomes of simple familiar events. This assessment provides opportunities to gather evidence of student learning in: **Statistics and Probability** **Chance** • Identify outcomes of familiar events involving chance and describe them using everyday language such as 'will happen', 'won't happen' or 'might happen' Assessment: Cool calculations Purpose: Students carry out simple addition and subtraction. This assessment provides opportunities to gather evidence of student learning in:

Year 2

Assessment: Adding and subtracting numbers

Purpose: To solve simple addition and subtraction problems.

This assessment provides opportunities to gather evidence of student learning in:

Number and Algebra

Number and place value

- Explore the connection between addition and subtraction
- Solve simple addition and subtraction problems using a range of efficient mental and written strategies

Assessment: Chance and location mathematical guided inquiries

Purpose: To use simple strategies to reason and solve chance and location inquiry questions.

This assessment provides opportunities to gather evidence of student learning in:

Measurement and Geometry

Location and transformation

- Interpret simple maps of familiar locations and identify the relative positions of key features.

Shape

- Describe and draw two-dimensional shapes, with and without digital technologies
- Describe the features of three-dimensional objects

Statistics and Probability

Chance

- Identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible'

Assessment: On time

Purpose: Students explain time durations and tell time to the half hour.

This assessment provides opportunities to gather evidence of student learning in:

Measurement and Geometry

Using units of measurement

- Describe duration using months, weeks, days, and hours
- Tell time to the half-hour

Year 2

Assessment: Partitioning into equal groups

Purpose: Students partition collections and shapes into halves, quarters and eighths, and partition a class or collection of objects into equal sized groups.

Number and algebra

Fractions and decimals

- Recognise and interpret common uses of halves, quarters and eighths of shapes and collections
- Recognise and represent division as grouping into equal sets and solve simple problems using these representations

Year 2 assessment: Compare them! Order them!

Purpose: Students compare, measure and order several shapes and objects using uniform informal units.

This assessment provides opportunities to gather evidence of student learning in:

Measurement and Geometry

Using units of measurement

- Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units

Assessment: Secret number

Purpose: Students represent and reason about 3-digit whole numbers

This assessment provides opportunities to gather evidence of student learning in:

Number and algebra

Number and place value

- Recognise, model, represent and order numbers to at least 1000
- Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting

Assessment: Money and calendars

Purpose: Students associate collections of Australian coins with their value. Uses a calendar to identify dates and the months included in seasons.

This assessment provides opportunities to gather evidence of student learning in:

Number and algebra

Number and place value

- Count and order small collections of Australian notes according to their value

Measurement and Geometry

Using units of measurement

- Name and order months and seasons
- Use a calendar to identify the date and determine the number of days in each month

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Number and Algebra

Number and place value

- Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts.

Assessment: Favourites

Purpose: Students collect data by asking questions, draw simple data displays and describe data displays.

This assessment provides opportunities to gather evidence of student learning in:

Statistics and Probability

Data representation and interpretation

- Choose simple questions and gather responses
- Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays

Year 1 assessment: Number mathematical guided inquiry

Purpose: Students use strategies to reason and solve inquiry questions.

This assessment provides opportunities to gather evidence of student learning in:

Number and algebra

Number and place value

- Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts

Year 2

Assessment: Representing data and chance

▪ Purpose: Students create a table and picture graph students to quantify and make sense of collected information. They describe outcomes for events using everyday language associated with chance and probability.

▪ This assessment provides opportunities to gather evidence of student learning in:

Statistics and Probability

Chance

- Identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely' and identify some events as certain or impossible

Data representation and interpretation

- Collect, check and classify data
- Create displays of data using lists, tables and picture graphs and interpret them

Assessment: Solving number problems

▪ Purpose: Students To solve simple addition and subtraction problems using a range of strategies and recognising additive number patterns. Model and represent multiplication and division.

This assessment provides opportunities to gather evidence of student learning in:

Number and Algebra
Number and place value
- Explore the connection between addition and subtraction
- Solve simple addition and subtraction problems using a range of efficient mental and written strategies
- Recognise and represent multiplication as repeated addition, groups and arrays
- Recognise and represent division as grouping into equal sets and solve simple problems using these representations

Patterns and algebra
- Describe patterns with numbers and identify missing elements
- Solve problems by using number sentences for addition or subtraction

Assessment: Time, slides and flips

Purpose: Students tell time to the quarter hour and use diagrams to explain the effect of a slide and flip.

This assessment provides opportunities to gather evidence of student learning in:

Measurement and geometry
Using units of measurement
- Tell time to the quarter hour, using language of 'past' and 'to'

Location and transformation
- Investigate the effect of one-step slides and flips with and without digital technologies

Assessment: Location and transformation mathematical guided inquiry

Purpose: Students use strategies to reason and solve inquiry questions.

This assessment provides opportunities to gather evidence of student learning in:

Measurement and Geometry
Location and transformation
- Interpret simple maps of familiar locations and identify the relative positions of key features

Maths | Year 3 | 200 hours per year | 5 hours per week | 8 units per year

Cycle	Term 1		Term 2		Term 3		Term 4	
	Year 3, Unit 1 Students develop understandings of: • Number and place value — count to 1000 and beyond, investigate the 2s, 3s, 5s and 10s number sequences, identify odd and even numbers, represent 3-digit numbers, compare and order 3-digit numbers, partition numbers (standard and non-standard), match number representations, add and subtract 2-digit and 3-digit numbers • Using units of measurement — interpret and use a calendar, tell time to 5 minute intervals, measure length with non-standard units, represent a metre, measure with metres ***Assessment:*** Monitoring tasks	**Year 3, Unit 2** Students develop understandings of: • Number and place value — recall multiplication number facts and related division facts, represent multiplication and division, double 2-digit numbers, solve simple multiplication and division problems, recall addition number facts and related subtraction facts, add and subtract 2-digit and 3-digit numbers • Data representation and interpretation — collect data (by observing events, asking questions, conducting experiments), record data in lists and tables, display data as a picture or simple column graph, describe outcomes of data investigations • Chance — identify every day events that involve chance, conduct chance experiments, describe the outcomes of chance experiments • Using units of measurement — identify the need for standard units, represent one metre, measure in metres ***Assessment:*** **Conduct a chance experiment** *Short answer questions* Students collect and interpret data from a simple chance experiment **Solving addition and subtraction problems** *Short answer questions* To identify and recognise the connection between additive concepts and solve problems using a range of strategies.	**Year 3, Unit 3** Students develop understandings of: • Shape — identify and describe the features of familiar three-dimensional objects, make models of 3D objects • Number and place value — represent 3-digit numbers, compare & order 3-digit numbers, partition 3-digit numbers into place value parts, use place value to add & subtract numbers, consolidate familiar counting sequences, investigate odd & even numbers, recall multiplication number facts, represent multiplication & division, double & halve multiples of ten, solve simple problems involving multiplication & division. • Patterns and algebra — infer pattern rules from familiar number patterns, identify & continue additive number patterns, identify missing elements in number patterns • Fractions and decimals — describe fractions as equal portions or shares, represent halves, quarters & eighths of shapes & collections, represent thirds of shapes & collections, describe the connection between halves, fourths (quarters) & eighths, solve simple number problems involving fractions ***Assessment:*** **Monitoring tasks**	**Year 3, Unit 4** Students develop understandings of: • Number and place value – represent, compare and order 3-digit numbers, partition 3-digit numbers, investigate 1000, count to & beyond 1000, add & subtract 2-digit & 3-digit numbers, solve addition & subtraction word problems • Location and transformation - represent positions on a simple grid map, show full, half & quarter turns on a grid map, describe positions in relation to key features, represent movement & pathways on a simple grid map • Geometric reasoning - identify angles in real situations, construct angles with materials, compare the size of familiar angles in everyday situations Money and financial mathematics - count collections of coins & notes, make & match equivalent combinations, calculate change from simple transactions ***Assessment:*** **Counting, comparing and partitioning numbers** *Short answer questions* Students will count, compare and partition numbers based on concepts associated with place value and to solve problems using place value understanding. **Measurement and location mathematical guided inquiry** *Written* - Students use simple strategies to reason and solve inquiry questions.	**Year 3, Unit 5** Students develop understandings of: • Number and place value — count in sequences beyond 1000, represent and partition 4-digit numbers, use place value to add (written strategy), represent multiplication as arrays and repeated addition, identify part-part-whole relationships in multiplication situations, recall multiplication number facts, identify related division number facts • Money and financial mathematics — represent money amounts in different ways, count collections of coins and notes, choose appropriate coins and notes for shopping situations, calculate change and simple totals • Fractions and decimals — represent unit fractions of shapes and collections, represent familiar unit fractions symbolically, solve simple problems involving, halves, thirds, quarters and eighths • Location and transformation — identify examples of symmetry in the environment, fold shapes and images to show symmetry, classify shapes as symmetrical and non-symmetrical ***Assessment:*** **Multiplication Fair** *Assignment/Project* Students represent multiplication and solve multiplication problems using a range of srategies	**Year 3, Unit 6** Students develop understandings of: • Using units of measurement — measure using metres, compare, order and measure the mass of objects, measure the mass of familiar objects using kilograms, say, read, write and show times (to 5 minute intervals), tell time to the minute • Patterns and algebra — identify and describe number patterns involving 3-digit numbers, identify and continue patterns resulting from addition and subtraction • Number and place value— recall addition and subtraction number facts, add and subtract with multiples of 10 and 100, add and subtract 2-digit and 3-digit numbers, add 2-digit numbers using a written strategy ***Assessment:*** **Measurement Scavenger Hunt** *Assignment/Project* Students measure objects using familiar metric units of length, nd capacity	**Year 3, Unit 7** Students develop understandings of: • Shape — identify 3D objects, describe the features of familiar 3D objects, make models of 3D objects • Number and place value — represent 3-digit numbers, compare and order 3-didigt numbers, read and write 3-digit numbers, partition 3-digit numbers into place value parts, consolidate familiar counting sequences, identify odd and even numbers, recall multiplication facts, represent multiplication and division • Patterns and algebra — infer pattern rules from familiar number patterns, identify missing elements in counting patterns • Fractions and decimals — describe fractions as equal portions or shares, represent halves, quarters and eighths of shapes and collections, represent thirds of shapes and collections, describe the connection between halves, fourths and eighths, solve simple number problems involving fractions ***Assessment:*** **Solving problems involving multiplication** *Assignment/Project* Students solve problems involving multiplication in a range of situations.	**Year 3, Unit 8** Students develop understandings of: • Number and place value— recall addition and related subtraction number facts, use number facts to add and subtract larger numbers, use 'part-part-whole' thinking to interpret and solve addition and subtraction word problems, add and subtract using a written place value strategy, recall multiplication and related division facts • Money and financial mathematics— representing money values in multiple ways, counting the change required for simple transactions to the nearest five cents • Using units of measurement— measure, order and compare objects using familiar metric units of length, mass and capacity, tell time to the minute and investigate the relationship between units of time • Location and transformation —create and interpret simple grid maps to show position and pathways, Identify symmetry in the environment • Geometric reasoning— Identify angles as measures of turn and compare angle sizes in everyday situations ***Assessment:*** There is no summative assessment of student learning in this unit. Monitor student progress throughout this unit.

Maths | Year 4 | 200 hours per year | 5 hours per week | 8 units per year

Cycle	Term 1		Term 2		Term 3		Term 4	
	Year 4, Unit 1 Students develop understandings of: • Number and place value — make connections between representations of numbers, partition and combining numbers flexibly, recall multiplication tables, formulate, model and record authentic situations involving operations, comparing large numbers with each other, generalise from number properties and results of calculations and derive strategies for unfamiliar multiplication and division tasks • Fractions and decimals — communicate sequences of simple fractions • Using units of measurement — use appropriate language to communicate times, compare time durations and use instruments to accurately measure lengths	**Year 4, Unit 2** Students develop understandings of: • Number and place value — make connections between representations of numbers, partition and combine numbers flexibly, recall multiplication tables, formulate, model and record authentic situations involving operations, compare large numbers with each other, generalise from number properties and results of calculations and derive strategies for unfamiliar multiplication and division tasks • Patterns and algebra — use properties of numbers to continue patterns • Chance — compare dependent and independent events, describe probabilities of everyday events • Data representation and interpretation — collect and record data, communicate information using graphical displays and evaluate the appropriateness of different displays	**Year 4, Unit 3** Students develop understandings of: • Number and place value - read 5-digit numbers, identify and describe place value in 5-digit numbers, partition numbers using place value partitions, make connections between representations of 5-digit numbers, compare & order 5-digit numbers, identify odd & even numbers, make generalisations about the properties of odd & even numbers & make generalisations about adding, subtracting, multiplying & dividing odd & even numbers, identify sequences created from multiplying by 10, 100 & 1 000, continue number sequences, revise informal recording methods & strategies used for calculations, & make generalisations about the sequences, & apply mental & written strategies to computation • Fractions and decimals - revise & investigate the fractions that can be created through repetitive halving &thriving, counting & representing fractions on number lines, represent fractions using a range of models, investigate equivalent fractions, solve fraction problems from familiar contexts • Shape - revise properties of 2D shapes including polygons & quadrilaterals, identify combined shapes, explore the properties of shapes used in tangrams	**Year 4, Unit 4** Students develop understandings of: • Location and transformation – investigate the features on maps and plans, identify the need for legends, investigate the language of location, direction & movement, find locations using turns & everyday directional language, identify cardinal points of a compass, investigate compass directions on maps, investigate the purpose of scale, apply scale to maps & plans, explore mapping conventions, plan & plot routes on maps, explore appropriate units of measurement & calculate distances using scales. • Geometric reasoning – identify angles, construct & label right angles, identify & construct angles not equal to a right angle, mark angles not equal to a right angle. • Number and place value – consolidate place value understanding of 5-digit numbers, compare & order 5-digit numbers, revise addition & subtraction concepts, solve addition & subtraction problems, consolidate multiplication problems, use appropriate strategies to solve problems, • Money and financial mathematics – read & represent money amounts, investigate change, solve problems involving purchases & the calculation of change, explore Asian currency & calculate foreign currencies.	**Year 4, Unit 5** Students develop understandings of: • Money and financial mathematics — represent, calculate and round amounts of money required for purchases and change • Number and place value — model and interpret number representations, sequence number values, apply number concepts and place value understanding to the calculation of addition, subtraction, multiplication and division, develop fluency with multiplication fact families • Fractions and decimals — partition to create fraction families, identify, model and represent equivalent fractions, count by fractions, solve simple calculations involving fractions with like denominators • Location and transformation — investigate different types of symmetry, analyse and create symmetrical designs. 	**Year 4, Unit 6** Students develop understandings of: • Using units of measurement — use scaled instruments to measure and compare length, mass, capacity and temperature, measure areas using informal units and investigate standard units of measurement • Shape — compare the areas of regular and irregular shapes using informal units of area measurement • Number and place value — represent fractions as decimals, apply mental and written computation strategies, recall multiplication and division facts and apply place value to partition and regroup numbers to assist calculations • Patterns and algebra — investigate and describe number patterns, solve word problems and use equivalent addition and subtraction number sentences to find unknown quantities. 	**Year 4, Unit 7** Students develop understandings of: • Fractions and decimals — count and identify equivalent fractions, locate fractions on a number line, read and write decimals, identify fractions and corresponding decimals, compare and order decimals (to hundredths) • Chance — describe the likelihood of everyday chance events, order events on a continuum • Data representation and interpretation — write questions to collect data, collect and record data, display and interpret data • Number and place value — use properties of odd and even numbers, calculate addition and subtraction using a range of mental and written strategies, recall multiplication and related division facts, calculate multiplication and division using a range of mental and written strategies, solve problems involving the four operations.	**Year 4, Unit 8** Students develop understandings of: • Money and financial mathematics — calculate change to the nearest five cents, solve problems involving purchases • Shape— measure area of shapes , compare the areas of regular and irregular shapes by informal means • Using units of measurement (volume, time) —measure and compare volume, use am and pm notation, solve simple time problems • Fractions and decimals — investigate equivalent fractions, make connections between fractions and decimal notation • Number and place value — use estimation and rounding, apply mental strategies, add, subtract, multiply and divide 2 and 3 digit numbers .

Maths | Year 4 | 200 hours per year | 5 hours per week | 8 units per year

Cycle	Term 1		Term 2		Term 3		Term 4	
	Year 4, Unit 1 ***Assessment:*** Monitoring tasks	**Year 4, Unit 2** ***Assessment:*** **Knowing numbers** *Written* Students describe and complete number patterns. Find unknown quantities, recall multiplication and division facts and complete calculations. **What are the chances?** *Written* Students identify dependent and independent events and explain the chance of everyday events occurring.	**Year 4, Unit 3** ***Assessment:*** **Using odd and even numbers** *Short answer questions* To use the relationships between the four operations and odd and even numbers	**Year 4, Unit 4** ***Assessment:*** **Legend land** *Short answer questions* Students interpret, create and describe information contained in simple maps **Number and location mathematical iniquiries** *Written* Students use simple strategies to reason and solve number and location inquiry questions	**Year 4, Unit 5** ***Assessment:*** Monitoring tasks	**Year 4, Unit 6** ***Assessment:*** **Marvellous Measurement** *Short answer questions* Students compare areas of regular and irregular shape using informal units and to use scaled instruments to measure temperature, length, shape and objects.	**Year 4, Unit 7** ***Assessment:*** **Deadly decimals** *Short answer questions* Students demonstrate and explain the connections between fractions and decimals (to hundredths) **Data analysers** *Written* Students define the different methods for data collection and representation, and evaluate their effectiveness. They construct data displays from given or collected data.	**Year 4, Unit 8** ***Assessment*** Monitoring tasks.

Maths | Year 5 | 200 hours per year | 5 hours per week | 8 units per year

Cycle	Term 1		Term 2		Term 3		Term 4	
	Year 5, Unit 1 Students develop understandings of: •Chance — identify and describe possible outcomes, describe equally likely outcomes and represent probabilities of outcomes using fractions •Number and place value — explore and identify factors and multiples, revise multiplication and division facts, round and estimate to check the reasonableness of answers, explore mental computation strategies (split and compensate) for multiplication and division, solve problems using mental computation strategies, compare and evaluate strategies that are appropriate to different problems •Fractions and decimals — compare and order unit fractions, create a range of models for fractions, add and subtract fractions with the same denominator •Data representation and interpretation — identify different types of data, distinguish between numerical and categorical data, collect primary data, organise data using tables, create dot plots and column graphs, interpret dot plots and column graphs, identify and pose questions to collect different data types, use technology to create representations	**Year 5, Unit 2** Students develop understandings of: •Chance — identify and describe possible outcomes, describe equally likely outcomes and representing probabilities of outcomes using fractions, conduct a chance experiment •Number and place value — round and estimating to check the reasonableness of answers, explore mental computation strategies for multiplication and division, solve problems use mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems •Fractions and decimals — compare and ordering unit fractions, explore hundredths, represent fractions on number lines, add and subtract fractions with the same denominator •Using units of measurement — investigate time concepts, read and represent 24-hour time, measure dimensions, estimate and measure the perimeters of rectangles, investigate metric units of area measurement, estimate and calculate area of rectangles	**Year 5, Unit 3** Students develop understandings of: •Number and place value — round and estimate to check the reasonableness of answers, explore mental computation strategies for multiplication and division, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems and explore and identify factors and multiples •Fractions and decimals — make connections between fractional numbers and the place value system, and represent, compare and order decimals •Location and transformation — investigate and create reflection, translation and rotation symmetry, transform shapes through enlargement and describe the feature of transformed shapes •Shape — apply the properties of 3D objects to make connections with a variety of two-dimensional representations of 3D objects.	**Year 5, Unit 4** Students develop understandings of: •Geometric reasoning – identify the components of angles, compare and estimate the size of angles to establish benchmarks, construct and measure angles •Location and transformation and Shape – describe and create transformations using symmetry, represent 3D objects with 2D representations •Number and place value – multiply and divide using a range of strategies, apply estimation and rounding to estimate answers and check answers, apply mental computation to multiply and divide, solve multiplication and division problems with no remainders •Patterns and algebra – create and continue patterns involving whole numbers, fractions and decimals, explore strategies to find unknown quantities •Data representation and interpretation – explore methods of data representations to construct and interpret data displays, reason involving data.	**Year 5, Unit 5** Students develop understandings of: •Money and financial mathematics — investigate income and expenditure, calculate costs, investigate savings and spending plans, develop and explain simple financial plans •Location and transformation — explore mapping conventions, interpret simple maps, use alphanumeric grids to locate landmarks and plot points, describe symmetry, create symmetrical designs and enlarge shapes • Number and place value — round and estimate to check an answer is reasonable, use written strategies to add and subtract, use an array to multiply 1- and 2-digit numbers, use divisibility rules to divide, solve problems involving computation and apply computation to money problems.	**Year 5, Unit 6** Students develop understandings of: •Using units of measurement — chooses appropriate units for length, area, capacity and mass, measures length, area, capacity and mass, finds perimeter, problem solves and reasons when applying measurement to answer a question •Fractions and decimals — makes connections between fractions and decimals, and compares and orders decimals •Patterns and algebra — creates, continues and identifies the rule for patterns involving the addition and subtraction of fractions • Number and place value — adds and subtracts using mental and written strategies, multiplies whole numbers and divides by a 1-digit whole number.	**Year 5, Unit 7** Students develop understandings of: •Chance — order chance events, express probability on a numerical continuum, apply probability to games of chance, make predictions in chance experiments •Data representation and interpretation — investigate an issue (design data collection questions and tools, collect data, represent as a column graph or dot plot, interpret and describe data to draw a conclusion) •Using units ofmeasurement — read and represent 24-hour time, convert between 12 and 24-hour time •Number and place value — apply mental and written strategies to solve addition, subtraction, multiplication and division problems, identify and use factors and multiples.	**Year 5, Unit 8** Students develop understandings of: •Money and financial mathematics — create simple budgets, calculate with money, identify the GST component of invoices and receipts, make financial decisions •Geometric reasoning — estimate and measure angles, construct angles using a protractor •Location and transformation — explore maps and grids, use a grid to describe locations, describe positions using landmarks and directional language •Fractions and decimals — apply decimal skills, recognise that the place value system can be extended beyond hundredths, compare order and represent decimals, locate decimals on a number line, extend the number system to thousandths and beyond •Number and algebra — apply computation skills, use estimation androunding to check reasonableness, solve problems involving addition subtraction multiplication and division, use efficient mental and written strategies to solve problems.

Maths | Year 5 | 200 hours per year | 5 hours per week | 8 units per year

Cycle	Term 1		Term 2		Term 3		Term 4	
	Year 5, Unit 1	Year 5, Unit 2	Year 5, Unit 3	Year 5, Unit 4	Year 5, Unit 5	Year 5, Unit 6	Year 5, Unit 7	Year 5, Unit 8
	Assessment: **Digging into data** *Short answer questions* Students classify and interpret data and pose questions to gather data.	***Assessment:*** **Number crunch** *Short answer questions* Students solve problems involving multiplication by one-digit number and division by one-digit numbers and compare and order common unit fractions.	***Assessment:*** **Monitoring tasks**	***Assessment:*** **Generation geometry** *Short answer questions* Students estimate, measure and construct angles, to make connections between three-dimensional representation, to describe the symmetry and transformation of two-dimensional shapes and designs. **Chance and data mathematical guided inquiries** *Written* Students use simple strategies to reason and solve chance and data inquiry questions	***Assessment:*** **George and Janelle's 'Eggs-cellent' Idea** *Short answer questions* Students apply a range of computation strategies to solve money problems and to plan and calculate simple budgets.	***Assessment:*** **Year 5's great garden** *Short answer questions* Students choose appropriate units of measurement for length, area, volume, capacity and mass. Students calculate perimeter and area of rectangles. **Perfecting patterns** *Short answer questions* Students describe, continue and create patterns and use equivalent number sentences to find unknown quantities.	***Assessment:*** **What is the chance of that?** *Short answer question* Students mathematically describe chance experiments involving equally likely outcomes and to represent those outcomes on a continuum. **Fantastic factors and magnificent multiples** *Short answer questions* Students pose questions about data and to construct data displays. **Time after time**	***Assessment:*** **Monitoring tasks**

Maths | Year 6 | 200 hours per year | 5 hours per week | 8 units per year

Cycle	Term 1		Term 2		Term 3		Term 4	
	Year 6, Unit 1	**Year 6, Unit 2**	**Year 6, Unit 3**	**Year 6, Unit 4**	**Year 6, Unit 5**	**Year 6, Unit 6**	**Year 6, Unit 7**	**Year 6, Unit 8**
	Students develop understandings of:	Students develop understandings of:	Students develop understandings of:	Students develop understandings of:	Students develop understandings of:	Students develop understandings of:	Students develop understandings of:	Students develop understandings of:
	• Number and place value — identify and describe properties of prime and composite numbers, select and apply mental and written strategies to problems involving whole numbers	• Using units of measurement — solve problems involving the comparison of lengths and areas, and interpret and use timetables	• Fractions and decimals — apply mental and written strategies to add & subtract of decimals, solve problems involving decimals, make generalisations about multiplying whole numbers & decimals by 10, 100 & 1 000, apply mental and written strategies to multiply decimals by 1-digit whole numbers	• Patterns and algebra - continue and create sequences involving whole numbers and decimals, describe the rule used to create these sequences and explore the use of order of operations to perform calculations	• Money and financial mathematics – connect fractions and percentage, calculate percentages, calculate discounts of 10%, 25% and 50% on sale items	• Fractions and decimals — add and subtract fractions with related denominators, calculate a fraction of a quantity, multiply and divide decimals by powers of ten, add and subtract decimals, multiply decimals by whole numbers, divide numbers that result in decimal remainders, make connections between fractions, decimals and percentages, and solve problems involving fractions and decimals	• Chance — conduct chance experiments, record data in a frequency table, calculate relative frequency, write probability as a fraction, decimal or percent, explore the effect of large trials on results, compare observed and expected frequencies	• Using units of measurement —connect volume and capacity and their units of measurement, measure capacity and volume, problem solve and reason involving measurement and time
	• Fractions and decimals — order and compare fractions with related denominators, add and subtract fractions with related denominators, calculate the fraction of a given quantity and solve problems involving the addition and subtraction of fractions	• Number and place value — apply efficient mental and written strategies to solve problems involving all four operations	• Shape — problem solve & reason to create nets & construct models of simple prisms and pyramids	• Number and place value - select and apply mental and written strategies and digital technologies to solve problems involving multiplication and division with whole numbers.	• Number and place value – identify and describe properties of prime, composite, square and triangular numbers, multiply and divide using written methods including a standard algorithm, solve problems involving all four operations with whole numbers, compare and order positive and negative integers	• Using units of measurement — connect decimals to the metric system , convert between units of measure, solve problems involving length and area and connect volume and capacity	• Data representation and interpretation — compare primary and secondary data, source secondary data, explore data displays in the media, identify how displays can be misleading, problem solve and reason by manipulating secondary data	• Fractions and decimals — add, subtract and multiply decimals, divide decimals by whole numbers, calculate a fraction of a quantity and percentage discount, compare and evaluate shopping options
	• Data — revise different types of data displays, interpret data displays, investigate the similarities and differences between different data displays and identify the purpose and use of different displays and identify the difference between categorical and numerical data	• Fractions and decimals — solve problems involving addition and subtraction of fractions with the same or related denominators, find a simple fraction of a quantity, and make connections between equivalent fractions, decimals and percentages	• Using units of measurement — make connections between volume & capacity	• Fractions and decimals - locate, order and compare fractions with related denominators and locate them on a number line	• Location and transformation – identify the four quadrants on a Cartesian plane, plot and read points in all four quadrants, revise symmetry, reflection, rotation and translation, and describe the effect of combinations of translations, reflections and rotations.	• Patterns and algebra — continue and create sequences involving whole numbers, fractions and decimals, describe the rule used to create the sequence and apply the order of operations to aid calculations.	• Patterns and algebra & Number and place value — represent number patterns in a table and graphically, write a rule to describe a pattern, apply the rule to find the value of unknown terms, solve integer problems, plot coordinates in all four quadrants, solve problems using the order of operations, solve multiplication and division problems using a written algorithm.	• Geometric reasoning — measure angles, apply generalisations about angles on a straight line, angles at a point and vertically opposite angles and apply in real-life contexts
	• Chance — represent the probability of outcomes as a fraction or decimal and conduct chance experiments	• Money and financial mathematics — investigate and calculate percentage discounts of 10%, 25% and 50% on sale items	• Number and place value — identify, & continue square & triangular number patterns, make generalisations about the relationship between square & triangular numbers, explore numbers below zero & position integers on a number line.	Geometric reasoning - make generalisations about angles on a straight line, angles at a point and vertically opposite angles				• Location and transformation — apply translations, reflections and rotations to create symmetrical shapes.
				Assessment: **Order of operations** *Short answer questions* Students write and apply the correct use of brackets and order of operations in number sentences				**Assessment:** **Monitoring tasks**
		Assessment: **Rodeo round-up** *Short answer questions* Students interpret and use timetables and cost information to determine a travel schedule.		**Investigating angles** *Short answer questions* Students find unknown angles using the relationships between angles on a straight line, vertically opposite angles and angles at a point.	**Assessment:** **Number properties, patterns and computation** *Short answer questions* Students identify, describe and sequence whole numbers according to their properties and solve problems.	**Assessment:** **Solving measurement problems** *Short answer questions* Purpose: To convert use units of measure, connect volume and capacity and solve problems involving perimeter and area.	**Assessment:** **Is the game 'Dice Difference' fair?** *Written* To apply knowledge of chance events, expected and observed frequencies to develop arguments and improve game fairness.	
	Assessment: **Data decoder** *Short answer questions* Students interpret and compare data displays		**Assessment:** **Shape and measurement mathematical guided inquiries** *Written* Students use simple strategies to reason and solve shape and measurement inquiry questions.					

Australian Curriculum: Science

The Australian Curriculum: Science has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.

Together, the four strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

Science understanding is evident when a person selects and integrates appropriate science knowledge to explain and predict phenomena, and applies that knowledge to new situations. Science knowledge refers to facts, concepts, principles, laws, theories and models that have been established by scientists over time. The Science Understanding strand comprises four sub-strands.		**Science inquiry** involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings. This strand is concerned with evaluating claims, investigating ideas, solving problems, drawing valid conclusions and developing evidence-based arguments. Science investigations are activities in which ideas, predictions or hypotheses are tested and conclusions are drawn in response to a question or problem. Investigations can involve a range of activities, including experimental testing, field work, locating and using information sources, conducting surveys, and using modelling and simulations. The choice of the approach taken will depend on the context and subject of the investigation. In science investigations, collection and analysis of data and evidence play a major role. This can involve collecting or extracting information and reorganising data in the form of tables, graphs, flow charts, diagrams, prose, keys, spreadsheets and databases. Questioning and predicting: Identifying and constructing questions, proposing hypotheses and suggesting possible outcomes. Planning and conducting: Making decisions regarding how to investigate or solve a problem and carrying out an investigation, including the collection of data. Processing and analysing data and information: Representing data in meaningful and useful ways; identifying trends, patterns and relationships in data, and using this evidence to justify conclusions. Evaluating: Considering the quality of available evidence and the merit or significance of a claim, proposition or conclusion with reference to that evidence. Communicating: Conveying information or ideas to others through appropriate representations, text types and modes.
Biological sciences The biological sciences sub-strand is concerned with understanding living things. The key concepts developed within this sub-strand are that: a diverse range of living things have evolved on Earth over hundreds of millions of years; living things are interdependent and interact with each other and their environment; and the form and features of living things are related to the functions that their body systems perform. Through this sub-strand, students investigate living things, including animals, plants, and micro-organisms, and their interdependence and interactions within ecosystems. They explore their life cycles, body systems, structural adaptations and behaviours, how these features aid survival, and how their characteristics are inherited from one generation to the next. Students are introduced to the cell as the basic unit of life and the processes that are central to its function.	Earth and space sciences The Earth and space sciences sub-strand is concerned with Earth's dynamic structure and its place in the cosmos. The key concepts developed within this sub-strand are that: Earth is part of a solar system that is part of a larger universe; and Earth is subject to change within and on its surface, over a range of timescales as a result of natural processes and human use of resources. Through this sub-strand, students view Earth as part of a solar system, which is part of a galaxy, which is one of many in the universe and explore the immense scales associated with space. They explore how changes on Earth, such as day and night and the seasons relate to Earth's rotation and its orbit around the sun. Students investigate the processes that result in change to Earth's surface, recognising that Earth has evolved over 4.5 billion years and that the effect of some of these processes is only evident when viewed over extremely long timescales. They explore the ways in which humans use resources from the Earth and appreciate the influence of human activity on the surface of the Earth and the atmosphere.	
Chemical sciences The chemical sciences sub-strand is concerned with understanding the composition and behaviour of substances. The key concepts developed within this sub-strand are that: the chemical and physical properties of substances are determined by their structure at an atomic scale; and that substances change and new substances are produced by rearranging atoms through atomic interactions and energy transfer. In this sub-strand, students classify substances based on their properties, such as solids, liquids and gases, or their composition, such as elements, compounds and mixtures. They explore physical changes such as changes of state and dissolving, and investigate how chemical reactions result in the production of new substances. Students recognise that all substances consist of atoms which can combine to form molecules, and chemical reactions involve atoms being rearranged and recombined to form new substances.	Physical sciences The physical sciences sub-strand is concerned with understanding the nature of forces and motion, and matter and energy. The two key concepts developed within this sub-strand are that: forces affect the behaviour of objects; and that energy can be transferred and transformed from one form to another. Through this sub-strand students gain an understanding of how an object's motion (direction, speed and acceleration) is influenced by a range of contact and non-contact forces such as friction, magnetism, gravity and electrostatic forces. They develop an understanding of the concept of energy and how energy transfer is associated with phenomena involving motion, heat, sound, light and electricity. They appreciate that concepts of force, motion, matter and energy apply to systems ranging in scale from atoms to the universe itself.	**Science as a Human Endeavour** Through science, humans seek to improve their understanding and explanations of the natural world. Science involves the construction of explanations based on evidence and science knowledge can be changed as new evidence becomes available. Science influences society by posing, and responding to, social and ethical questions, and scientific research is itself influenced by the needs and priorities of society. This strand highlights the development of science as a unique way of knowing and doing, and the role of science in contemporary decision making and problem solving. It acknowledges that in making decisions about science practices and applications, ethical and social implications must be taken into account. This strand also recognises that science advances through the contributions of many different people from different cultures and that there are many rewarding science-based career paths. Nature and development of science: This sub-strand develops an appreciation of the unique nature of science and scientific knowledge, including how current knowledge has developed over time through the actions of many people. Use and influence of science: This sub-strand explores how science knowledge and applications affect peoples' lives, including their work, and how science is influenced by society and can be used to inform decisions and actions.

Cycle	Term 1	Term 2	Term 3	Term 4
2018	**Primary Connections –** **Year 1 (Biological Sciences)**	**Primary Connections –** **Foundation (Chemical Sciences)**	**Primary Connections –** **Year 2 (Earth & Space)**	**Primary Connections** **Foundation (Physical Sciences)**

Term 1

Primary Connections –
Year 1 (Biological Sciences)

Schoolyard Safari

The world is teeming with animal life. Even the most unexpected places can host a diverse range of creatures. As humans, we share our wonderful planet with many other animals. Taking the time to really look at another species can provide a window into the similarities and differences among living beings, and can help us to appreciate how we are all part of a single, gloriously complex ecological system.

The *Schoolyard safari* unit is an ideal way to link science with literacy in the classroom. By observing the features and behaviour of small animals, students glimpse the diversity of animal life. Students explore small animals leading to a better understanding of how their adaptations help them survive in their habitats. Through investigations, students learn how animals move, feed and protect themselves

Assessment:
*A*ssessment against the year level achievement standards of the Australian Curriculum: Science (ACARA) is ongoing and embedded in Primary**Connections** units. Assessment is linked to the development of literacy practices and products. Relevant understandings and skills are highlighted at the beginning of each lesson. Different types of assessment are emphasised in different phases:

Diagnostic assessment occurs in the *Engage* phase. This assessment is to elicit students' prior knowledge so that the teacher can take account of this when planning how the *Explore* and *Explain* lessons will be implemented.

Formative assessment occurs in the *Explore and Explain* phases. This enables the teacher to monitor students' developing understanding and provide feedback that can extend and deepen students' learning.

Summative assessment of the students' achievement developed throughout the unit occurs in the *Elaborate* phase for the Science Inquiry Skills, and in the *Evaluate* phase for the Science Understanding

Term 2

Primary Connections –
Foundation (Chemical Sciences)

What's It Made Of?

All around us are things made from interesting materials. Who would once have imagined things like CDs, self-adhesive notes or floppy silicone ovenware? Materials that we now take for granted are the products of imagination and exploratory science. What new materials will be part of the world of the future and how might existing materials be used in new ways? What might materials allow us to make and do?

The *What's it made of?* unit is an ideal way to link science with literacy in the classroom. Through investigations, students develop skills of observing, describing, comparing and communicating. The unit provides opportunities for students to explore, through hands-on activities, what things are made of in the school environment and the properties of the materials used to make them

Assessment:
*A*ssessment against the year level achievement standards of the Australian Curriculum: Science (ACARA) is ongoing and embedded in Primary**Connections** units. Assessment is linked to the development of literacy practices and products. Relevant understandings and skills are highlighted at the beginning of each lesson. Different types of assessment are emphasised in different phases:

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Formative assessment occurs in the *Explore and Explain* phases. This enables the teacher to monitor students' developing understanding and provide feedback that can extend and deepen students' learning.

Summative assessment of the students' achievement developed throughout the unit occurs in the *Elaborate* phase for the Science Inquiry Skills, and in the *Evaluate* phase for the Science Understanding

Term 3

Primary Connections –
Year 2 (Earth & Space)

Water Works

Water is essential to life. As humans, we not only drink water, we use it for cooking, hygiene, recreation and agriculture. Australia is a dry continent with an expanding population, and how we use water has become increasingly important. Water is a precious resource.

The *Water works* unit is an ideal way to link science with literacy in the classroom. This unit provides opportunities for students to develop an understanding of, and appreciation for, a precious natural resource. Through investigations, students explore how water is used, where water comes from and how to use it responsibly.

Assessment:
*A*ssessment against the year level achievement standards of the Australian Curriculum: Science (ACARA) is ongoing and embedded in Primary**Connections** units. Assessment is linked to the development of literacy practices and products. Relevant understandings and skills are highlighted at the beginning of each lesson. Different types of assessment are emphasised in different phases:

Diagnostic assessment occurs in the *Engage* phase. This assessment is to elicit students' prior knowledge so that the teacher can take account of this when planning how the *Explore* and *Explain* lessons will be implemented.

Formative assessment occurs in the *Explore and Explain* phases. This enables the teacher to monitor students' developing understanding and provide feedback that can extend and deepen students' learning.

Summative assessment of the students' achievement developed throughout the unit occurs in the *Elaborate* phase for the Science Inquiry Skills, and in the *Evaluate* phase for the Science Understanding

Term 4

Primary Connections
Foundation (Physical Sciences)

On the Move

Why do things move? The universe, and everything in it, is continuously moving and changing. Movement and change are concepts that we need to understand to make sense of the world around us. They are linked to concepts of energy and force. Scientists and engineers apply these concepts to study the performance of athletes and in the design of toys, cars and spacecraft.

The *On the move unit* is an ideal way of linking science with literacy in the classroom. Students develop an understanding of how things move. They explore the push and pull forces they can use to move objects in ways such as sliding, bouncing and spinning. Through investigations, students observe and gather evidence about rolling objects and explore the idea of fair testing.

Assessment:
*A*ssessment against the year level achievement standards of the Australian Curriculum: Science (ACARA) is ongoing and embedded in Primary**Connections** units. Assessment is linked to the development of literacy practices and products. Relevant understandings and skills are highlighted at the beginning of each lesson. Different types of assessment are emphasised in different phases:

Diagnostic assessment occurs in the *Engage* phase. This assessment is to elicit students' prior knowledge so that the teacher can take account of this when planning how the *Explore* and *Explain* lessons will be implemented.

Formative assessment occurs in the *Explore and Explain* phases. This enables the teacher to monitor students' developing understanding and provide feedback that can extend and deepen students' learning.

Summative assessment of the students' achievement developed throughout the unit occurs in the *Elaborate* phase for the Science Inquiry Skills, and in the *Evaluate* phase for the Science Understanding

Cycle	Term 1	Term 2	Term 3	Term 4
2019	**Primary Connections –** **Year 1 (Biological Sciences)** ***Dinosaurs and More*** Dinosaurs lived millions of years ago alongside other fantastic prehistoric animals like giant insects, armoured fish and huge amphibians. By comparing the fossilised remains of dinosaurs to those of living animals, palaeontologists can make claims about how dinosaurs moved, what they ate and even how they behaved. The *Dinosaurs and more* unit is an ideal way to link science with literacy in the classroom. Through hands-on activities students explore the external features of modern animals, and compare them with the skeletons of dinosaurs and other prehistoric animals. Students learn about the protective features of dinosaurs and use those ideas to design, make and appraise a 'dino shield'. ***Assessment:*** *A*ssessment against the year level achievement standards of the Australian Curriculum: Science (ACARA) is ongoing and embedded in Primary**Connections** units. Assessment is linked to the development of literacy practices and products. Relevant understandings and skills are highlighted at the beginning of each lesson. Different types of assessment are emphasised in different phases: **Diagnostic assessment** occurs in the *Engage* phase. This assessment is to elicit students' prior knowledge so that the teacher can take account of this when planning how the *Explore* and *Explain* lessons will be implemented. **Formative assessment** occurs in the *Explore and Explain* phases. This enables the teacher to monitor students' developing understanding and provide feedback that can extend and deepen students' learning. **Summative assessment** of the students' achievement developed throughout the unit occurs in the *Elaborate* phase for the Science Inquiry Skills, and in the *Evaluate* phase for the Science Understanding	**Primary Connections –** **Year 1 (Chemical Sciences)** ***Bend It Stretch It*** Changes are happening all around us. We observe change as we watch trees lose their leaves, smell bread cooking, feel a footpath become slippery with the rain or watch the sun set slowly over the horizon. We cause changes to the shapes of things around us as we wring a towel out to dry, stretch a watchband to fit our wrist, bend a straw towards our mouth to drink or scrunch up a piece of paper before throwing it away. The Bend it! Stretch it! unit is an ideal way to link science with literacy in the classroom. It provides opportunities for students to explore how we use twisting, stretching and bending to physically change the shape of everyday materials. Through hands-on activities, students investigate the effect of heat on the ability to shape playdough. ***Assessment:*** *A*ssessment against the year level achievement standards of the Australian Curriculum: Science (ACARA) is ongoing and embedded in Primary**Connections** units. Assessment is linked to the development of literacy practices and products. Relevant understandings and skills are highlighted at the beginning of each lesson. Different types of assessment are emphasised in different phases: **Diagnostic assessment** occurs in the *Engage* phase. This assessment is to elicit students' prior knowledge so that the teacher can take account of this when planning how the *Explore* and *Explain* lessons will be implemented. **Formative assessment** occurs in the *Explore and Explain* phases. This enables the teacher to monitor students' developing understanding and provide feedback that can extend and deepen students' learning. **Summative assessment** of the students' achievement developed throughout the unit occurs in the *Elaborate* phase for the Science Inquiry Skills, and in the *Evaluate* phase for the Science Understanding	**Primary Connections –** **Foundation (Earth & Space)** ***Weather in my World*** Each day the weather affects our work and leisure activities. The weather influences our decisions about what to wear and the things we do. Severe weather phenomena such as droughts, floods and cyclones have serious impacts on communities. Horticulture, farming, fishing and tourism are highly dependent on weather. The accurate prediction of weather patterns and interpretation of weather forecasts are very important to our economy and lifestyle. The *Weather in my world* unit is an ideal way to link science with literacy in the classroom. Students' beliefs and understanding about the air, Sun and wind will be developed as they work through hands-on activities. Through investigations, they will increase their knowledge of how the characteristics of weather affect their daily lives. ***Assessment:*** *A*ssessment against the year level achievement standards of the Australian Curriculum: Science (ACARA) is ongoing and embedded in Primary**Connections** units. Assessment is linked to the development of literacy practices and products. Relevant understandings and skills are highlighted at the beginning of each lesson. Different types of assessment are emphasised in different phases: **Diagnostic assessment** occurs in the *Engage* phase. This assessment is to elicit students' prior knowledge so that the teacher can take account of this when planning how the *Explore* and *Explain* lessons will be implemented. **Formative assessment** occurs in the *Explore and Explain* phases. This enables the teacher to monitor students' developing understanding and provide feedback that can extend and deepen students' learning. **Summative assessment** of the students' achievement developed throughout the unit occurs in the *Elaborate* phase for the Science Inquiry Skills, and in the *Evaluate* phase for the Science Understanding	**Primary Connections** **Year 2 (Physical Sciences)** ***Push & Pull*** Forces are at work in everything we do – we push to open doors, and pull to tie ropes. Gravity pulls on things to make them fall down or to keep them down. Scientists and engineers study forces to design better bridges and faster aeroplanes, and to reduce the forces that impact on people in car accidents. The *Push-pull* unit is an ideal way to link science with literacy in the classroom. The unit provides the opportunity for students to explore pushes and pulls. Through investigations, students observe and gather evidence about how these forces act in air and water, and on the ground. Students identify the effect of the pull of gravity and learn that both air and water can 'push'. ***Assessment:*** *A*ssessment against the year level achievement standards of the Australian Curriculum: Science (ACARA) is ongoing and embedded in Primary**Connections** units. Assessment is linked to the development of literacy practices and products. Relevant understandings and skills are highlighted at the beginning of each lesson. Different types of assessment are emphasised in different phases: **Diagnostic assessment** occurs in the *Engage* phase. This assessment is to elicit students' prior knowledge so that the teacher can take account of this when planning how the *Explore* and *Explain* lessons will be implemented. **Formative assessment** occurs in the *Explore and Explain* phases. This enables the teacher to monitor students' developing understanding and provide feedback that can extend and deepen students' learning. **Summative assessment** of the students' achievement developed throughout the unit occurs in the *Elaborate* phase for the Science Inquiry Skills, and in the *Evaluate* phase for the Science Understanding

Cycle	Term 1	Term 2	Term 3	Term 4
2020	**Primary Connections – Foundation (Biological Sciences)** ***Staying Alive*** All animals, including humans, use their sensory organs to gather information about their environment. The sharp eye, the cocked ear, or the careful sniffing of air can warn animals of dangers that might threaten their survival. Humans use senses to gather information not only critical for our immediate safety, but also for planning to meet our basic needs for things such as food, water and shelter. The *Staying alive* unit is an ideal way to link science with literacy in the classroom. It provides opportunities for students to investigate needs for survival of animals, including humans, and how our senses help us stay alive. Students' understanding of basic needs and their importance in our lives will be developed through hands-on activities. Through investigations, students will explore the needs of a classroom pet and compare them to their own needs. **Assessment:** *A*ssessment against the year level achievement standards of the Australian Curriculum: Science (ACARA) is ongoing and embedded in Primary**Connections** units. Assessment is linked to the development of literacy practices and products. Relevant understandings and skills are highlighted at the beginning of each lesson. Different types of assessment are emphasised in different phases: **Diagnostic assessment** occurs in the *Engage* phase. This assessment is to elicit students' prior knowledge so that the teacher can take account of this when planning how the *Explore* and *Explain* lessons will be implemented. **Formative assessment** occurs in the *Explore and Explain* phases. This enables the teacher to monitor students' developing understanding and provide feedback that can extend and deepen students' learning. **Summative assessment** of the students' achievement developed throughout the unit occurs in the *Elaborate* phase for the Science Inquiry Skills, and in the *Evaluate* phase for the Science Understanding	**Primary Connections – Year 2 (Chemical Sciences)** ***All Mixed Up*** We are surrounded by mixtures — the air we breathe, the food we eat and drink, and our personal grooming products. Chefs try mixing ingredients in different ways to make tasty combinations and interesting textures. Through inquiry, scientists have developed mixtures that are useful for all kinds of purposes, such as alloys, amalgams and paints, to name but a few. Indeed, it can be surprising just how many things that we take for granted every day are the result of inquiry into mixtures. For example, how different our lives would be without the myriad of inks, glues and detergents at our disposal. In the *All mixed up* unit students learn about materials that don't mix well, and others that are difficult to separate. Through hands-on investigations, students explore how changing the quantities of materials in a mixture can alter its properties and uses **Assessment:** *A*ssessment against the year level achievement standards of the Australian Curriculum: Science (ACARA) is ongoing and embedded in Primary**Connections** units. Assessment is linked to the development of literacy practices and products. Relevant understandings and skills are highlighted at the beginning of each lesson. Different types of assessment are emphasised in different phases: **Diagnostic assessment** occurs in the *Engage* phase. This assessment is to elicit students' prior knowledge so that the teacher can take account of this when planning how the *Explore* and *Explain* lessons will be implemented. **Formative assessment** occurs in the *Explore and Explain* phases. This enables the teacher to monitor students' developing understanding and provide feedback that can extend and deepen students' learning. **Summative assessment** of the students' achievement developed throughout the unit occurs in the *Elaborate* phase for the Science Inquiry Skills, and in the *Evaluate* phase for the Science Understanding	**Primary Connections – Year 1 (Earth & Space)** ***Up Down and All Around*** Look out your window and you will see a constantly changing world. The Sun rises and sets and the sky reflects many different hues over a day. The landscape, everything we know about the environment began by observing it. Environmental modelling, space exploration and city planning all rely on careful observations of the land and sky. The *Up, down and all around* unit is an ideal way to link science with literacy in the classroom. It provides opportunities for students to explore natural, made and managed features that undergo change. Through outdoor observations and photographic records, students investigate the daily, weekly and seasonal changes in their local environment. **Assessment:** *A*ssessment against the year level achievement standards of the Australian Curriculum: Science (ACARA) is ongoing and embedded in Primary**Connections** units. Assessment is linked to the development of literacy practices and products. Relevant understandings and skills are highlighted at the beginning of each lesson. Different types of assessment are emphasised in different phases: **Diagnostic assessment** occurs in the *Engage* phase. 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Almost continuously, light and sound affect what we think and do, and how we feel. The *Look! Listen!* unit is an ideal way to link science with literacy in the classroom. It provides opportunities for students to investigate sources of light and sound, how they are produced and how light and sound travel. Students' understanding of the role of light and sound in our lives and our community will be developed through hands-on activities. Through investigations, students explore why we have two eyes instead of one. **Assessment:** *A*ssessment against the year level achievement standards of the Australian Curriculum: Science (ACARA) is ongoing and embedded in Primary**Connections** units. Assessment is linked to the development of literacy practices and products. Relevant understandings and skills are highlighted at the beginning of each lesson. Different types of assessment are emphasised in different phases: **Diagnostic assessment** occurs in the *Engage* phase. 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Cycle	Term 1	Term 2	Term 3	Term 4
2018	**Primary Connections – Year 4 (Biological Sciences)** *Plants in Action* We depend on plants for the oxygen we breathe, many foods, fibres, building materials, medicines and fuels, and for the pleasures of beautiful flowers. Agriculture, horticulture, forestry, conservation of natural habitats and gardening all require an understanding of plants. The *Plants in action* unit is an ideal way to link science with literacy in the classroom. Students' beliefs about flowering plants will be challenged as they work through hands-on activities. Students will develop a sense of wonder and appreciation of plants as they investigate the process of germination, the stages in a plant's life cycle and what plants need for growth. *Assessment:* *A*ssessment against the year level achievement standards of the Australian Curriculum: Science (ACARA) is ongoing and embedded in Primary**Connections** units. Assessment is linked to the development of literacy practices and products. Relevant understandings and skills are highlighted at the beginning of each lesson. Different types of assessment are emphasised in different phases: **Diagnostic assessment** occurs in the *Engage* phase. This assessment is to elicit students' prior knowledge so that the teacher can take account of this when planning how the *Explore* and *Explain* lessons will be implemented. **Formative assessment** occurs in the *Explore and Explain* phases. This enables the teacher to monitor students' developing understanding and provide feedback that can extend and deepen students' learning. **Summative assessment** of the students' achievement developed throughout the unit occurs in the *Elaborate* phase for the Science Inquiry Skills, and in the *Evaluate* phase for the Science Understanding.	**Primary Connections – Year 5 (Chemical Sciences)** *What's The Matter* Matter is all around us. It can be as small as the particles that make up the tiniest cell in our skin or as large as the whole galaxy. Anything that takes up space and has mass is called matter. The matter that we experience every day and the matter that we are made of is only a tiny fraction of the matter that exists in the universe. By investigating and understanding matter, scientists are able to find out more about the universe and its possibilities. The *What's the matter?* unit is an ideal way to link science with literacy in the classroom. Through hands-on investigations, students explore the properties of solids, liquids and gases, and plan and conduct an investigation of how the properties of materials change with temperature. *Assessment:* *A*ssessment against the year level achievement standards of the Australian Curriculum: Science (ACARA) is ongoing and embedded in Primary**Connections** units. Assessment is linked to the development of literacy practices and products. Relevant understandings and skills are highlighted at the beginning of each lesson. Different types of assessment are emphasised in different phases: **Diagnostic assessment** occurs in the *Engage* phase. This assessment is to elicit students' prior knowledge so that the teacher can take account of this when planning how the *Explore* and *Explain* lessons will be implemented. **Formative assessment** occurs in the *Explore and Explain* phases. This enables the teacher to monitor students' developing understanding and provide feedback that can extend and deepen students' learning. **Summative assessment** of the students' achievement developed throughout the unit occurs in the *Elaborate* phase for the Science Inquiry Skills, and in the *Evaluate* phase for the Science Understanding.	**Primary Connections – Year 6 (Earth and Space)** *Earthquake Explorers* Major earthquakes cause dramatic changes to the Earth's surface. Strong earthquakes can affect millions of lives by causing buildings to collapse, destroying roadways and bridges and affecting basic necessities such as electricity and water supply. Fortunately, the majority of earthquakes are barely noticed. It is still not possible to accurately predict where and when an earthquake will happen. However, greater understanding of their causes helps scientists estimate the locations and likelihood of future damaging earthquakes. The *Earthquake explorers* unit is an ideal way to link science with literacy in the classroom. This unit provides opportunities for students to develop an understanding of the causes of earthquakes and how they change the Earth's surface. Through investigations, students explore earthquake magnitude data from Australia and neighbouring countries, drawing conclusions about patterns in the data. *Assessment:* *A*ssessment against the year level achievement standards of the Australian Curriculum: Science (ACARA) is ongoing and embedded in Primary**Connections** units. Assessment is linked to the development of literacy practices and products. Relevant understandings and skills are highlighted at the beginning of each lesson. Different types of assessment are emphasised in different phases: **Diagnostic assessment** occurs in the *Engage* phase. This assessment is to elicit students' prior knowledge so that the teacher can take account of this when planning how the *Explore* and *Explain* lessons will be implemented. **Formative assessment** occurs in the *Explore and Explain* phases. This enables the teacher to monitor students' developing understanding and provide feedback that can extend and deepen students' learning. **Summative assessment** of the students' achievement developed throughout the unit occurs in the *Elaborate* phase for the Science Inquiry Skills, and in the *Evaluate* phase for the Science Understanding.	**Primary Connections – Year 3 (Physical Sciences)** *Heating Up* Heat is important to us in many ways in our everyday lives. We use heat in practical ways, such as drying our hair, cooking our dinner and warming our water. We enjoy the feel of the Sun's warmth on our skin on a spring day or the satisfying warmth of holding a cup of hot chocolate on a cold winter's night. But we also know about the dangers of heat and react instinctively when we touch a hot stove or walk barefooted on hot sand. However, heat also preoccupies us. We worry about things being too hot or too cold—the daily temperature, our coffee, our food, the water in the shower, how we sleep. The *Heating up* unit is an ideal way to link science with literacy in the classroom. It provides opportunities for students to investigate different heat sources and how heat moves from one object to another. Through hands-on activities, students investigate the difference in conductivity of materials. *Assessment:* *A*ssessment against the year level achievement standards of the Australian Curriculum: Science (ACARA) is ongoing and embedded in Primary**Connections** units. Assessment is linked to the development of literacy practices and products. Relevant understandings and skills are highlighted at the beginning of each lesson. Different types of assessment are emphasised in different phases: **Diagnostic assessment** occurs in the *Engage* phase. 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Cycle	Term 1	Term 2	Term 3	Term 4
2019	**Primary Connections – Year 4 (Chemistry)**	**Primary Connections – Year 5 (Earth & Space)**	**Primary Connections – Year 6 (Physical Sciences)**	**Primary Connections – Year 3 (Biology)**

Term 1 — Year 4 (Chemistry)

Material World

New materials have revolutionised modern life. Plastics have been used instead of glass in bottles and windows, and even instead of metals in aeroplanes. Lighter, stronger, warmer fabrics have made extreme weather conditions more comfortable. Designers incorporate new materials in clothes and bags to better suit our needs. Materials scientists are now researching materials that have desirable properties but which have less impact on the environment.

The *Material world* unit is an ideal way to link science with literacy in the classroom. This unit provides opportunities for students to develop an understanding of the properties of materials and how they relate to use. Through investigations, students explore how to test the properties of materials fairly and how to use this knowledge to choose materials wisely.

Assessment:

Assessment against the year level achievement standards of the Australian Curriculum: Science (ACARA) is ongoing and embedded in Primary**Connections** units. Assessment is linked to the development of literacy practices and products. Relevant understandings and skills are highlighted at the beginning of each lesson. Different types of assessment are emphasised in different phases:

Diagnostic assessment occurs in the *Engage* phase. This assessment is to elicit students' prior knowledge so that the teacher can take account of this when planning how the *Explore* and *Explain* lessons will be implemented.

Formative assessment occurs in the *Explore and Explain* phases. This enables the teacher to monitor students' developing understanding and provide feedback that can extend and deepen students' learning.

Summative assessment of the students' achievement developed throughout the unit occurs in the *Elaborate* phase for the Science Inquiry Skills, and in the *Evaluate* phase for the Science Understanding.

Term 2 — Year 5 (Earth & Space)

Earth's Place in Space

Humans have always looked with wonder at the movement of celestial bodies in the sky. We have used its rhythms to define our days, our months and our years. Not only have we defined time by these patterns, we learned to navigate using their predictable motions. Scientists have used observations of the day and night sky to understand our place in Space. With the advance of technology, astronomers seek answers to the big questions in life, such as the origins of the Universe and the existence of life on other planets.

The *Earth's place in space* unit is an ideal way to link science with literacy in the classroom. It provides opportunities for students to explore how the patterns in the sky relate to days, months and years. Students' understanding of how observation and models can be used to shape ideas and understandings is developed through hands-on activities and student-planned investigations. Students also investigate the elements of our Solar System and Earth's position within it.

Assessment:
Assessment against the year level achievement standards of the Australian Curriculum: Science (ACARA) is ongoing and embedded in Primary**Connections** units. Assessment is linked to the development of literacy practices and products. Relevant understandings and skills are highlighted at the beginning of each lesson. Different types of assessment are emphasised in different phases:

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Summative assessment of the students' achievement developed throughout the unit occurs in the *Elaborate* phase for the Science Inquiry Skills, and in the *Evaluate* phase for the Science Understanding.

Term 3 — Year 6 (Physical Sciences)

Essential Energy

Every day we use energy to make changes to our surroundings. We heat rooms, freeze food and communicate using light, sound and electricity. Power stations and local solutions such as batteries provide us with electrical energy that machines transform into the useful energies that we require. However, we cannot create energy; we can only transform energy already present in our environment. So where does this electrical energy come from? There are many different ways that we use the Earth's resources to generate the energies we desire.

The *Essential energy* unit is an ideal way to link science with literacy in the classroom. It provides opportunities for students to explore how energy is used to make changes in their world, including energy from the Sun, water and wind. Students' understanding of how to improve the efficiency of a waterwheel is developed through hands-on activities and student-planned investigations. Students also investigate variables that affect the output of a simple battery made from household items.

Assessment:
Assessment against the year level achievement standards of the Australian Curriculum: Science (ACARA) is ongoing and embedded in Primary**Connections** units. Assessment is linked to the development of literacy practices and products. Relevant understandings and skills are highlighted at the beginning of each lesson. Different types of assessment are emphasised in different phases:

Diagnostic assessment occurs in the *Engage* phase. This assessment is to elicit students' prior knowledge so that the teacher can take account of this when planning how the *Explore* and *Explain* lessons will be implemented.

Formative assessment occurs in the *Explore and Explain* phases. This enables the teacher to monitor students' developing understanding and provide feedback that can extend and deepen students' learning.

Summative assessment of the students' achievement developed throughout the unit occurs in the *Elaborate* phase for the Science Inquiry Skills, and in the *Evaluate* phase for the Science Understanding.

Term 4 — Year 3 (Biology)

Feathers, Fur or Leaves?

What is that? Is it alive? Is it similar to other things I know? Humans have always sought to make sense of the world around them by grouping things they see, for example as edible, threatening or useful. Scientists develop classification systems to try to understand the diversity of life and how species are related throughout history. As more and more species disappear from the face of the Earth, we are caught up in a race to discover what we never knew we had.

Assessment:

Assessment against the year level achievement standards of the Australian Curriculum: Science (ACARA) is ongoing and embedded in Primary**Connections** units. Assessment is linked to the development of literacy practices and products. Relevant understandings and skills are highlighted at the beginning of each lesson. Different types of assessment are emphasised in different phases:

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Summative assessment of the students' achievement developed throughout the unit occurs in the *Elaborate* phase for the Science Inquiry Skills, and in the *Evaluate* phase for the Science Understanding.

Cycle	Term 1	Term 2	Term 3	Term 4
2020	**Primary Connections –** **Year 4 (Earth & Space)** *Beneath Our Feet* We live in a world that is constantly changing. Even things that we might consider immovable such as mountains or rock formations are gradually changing, sometimes with processes that are visible in our lifetimes. The modifications might affect us either through catastrophic events such as landslides or through gradual processes that change the quality and composition of soils we rely upon for sustenance. The *Beneath our feet* unit is an ideal way to link science with literacy in the classroom. It provides opportunities for students to explore how natural processes and human activity shape their surroundings. Students' understanding of soils, rocks and landscapes and how they change over time is developed through hands-on activities and student-planned investigations. Students also investigate factors that affect the erosion of soils.	**Primary Connections –** **Year 5 (Physical Sciences)** *Light Shows* What would our lives be without light? We need it to see everything we do in every moment of the day. We rely on light to read a book, cross the street, admire artwork, watch the sunset and look into faces. Light plays a role in some of our most sophisticated technology. It enables us to play music from a CD or record movies. High-speed optical cable is used in our communications. Lasers are employed in cutting-edge surgery and defence. The *Light shows* unit is an ideal way to link science with literacy in the classroom. It provides opportunities for students to explore the properties of light and how it enables us to see. Students' thinking about light and its role in our lives and our community will be developed using hands-on activities. Through investigations students explain how objects reflect, absorb and refract light, and how we can use light to meet our needs	**Primary Connections –** **Year 6 (Biological Sciences)** *Marvellous Micro-Organisms* Micro-organisms affect everyone. Some are helpful, while others are harmful. Pathogenic micro-organisms can cause diseases like sore throats, influenza, tuberculosis and AIDS. Decomposer micro-organisms decay rotting plant and animal matter, returning important nutrients back into the soil. Food spoilage micro-organisms such as mould ruin stored food. Other bacteria and yeasts are vital to the production of food and drinks like yoghurt and bread, and beer and wine. The *Marvellous micro-organisms* unit is an ideal way to link science with literacy in the classroom. It provides opportunities for students to develop an understanding of the role of micro-organisms in food and medicine. Students investigate the conditions micro-organisms need to grow, learn about yeast and the bread-making process, and research the development of penicillin.	**Primary Connections –** **Year 3 (Chemical Sciences)** *Melting Moments* Every day we see or use things that have been melted or frozen, heated or cooled. All around us are items that we find both useful and attractive that have been moulded into different shapes using heating and cooling. These can range from cast iron frying pans and plastic rubbish bins to chocolate bilbies. Understanding the properties of materials and how they change state under different conditions can help materials scientists to develop even more extraordinary products to help improve our quality of life. The Melting moments unit is an ideal way to link science with literacy in the classroom. While exploring how solids or liquids are influenced by temperature, students experience the way items from their everyday lives can change. Through hands-on investigations, students investigate how the size of the pieces affects the melting time of chocolate.
	Assessment: Assessment against the year level achievement standards of the Australian Curriculum: Science (ACARA) is ongoing and embedded in Primary**Connections** units. Assessment is linked to the development of literacy practices and products. Relevant understandings and skills are highlighted at the beginning of each lesson. Different types of assessment are emphasised in different phases: **Diagnostic assessment** occurs in the *Engage* phase. This assessment is to elicit students' prior knowledge so that the teacher can take account of this when planning how the *Explore* and *Explain* lessons will be implemented. **Formative assessment** occurs in the *Explore and Explain* phases. This enables the teacher to monitor students' developing understanding and provide feedback that can extend and deepen students' learning. **Summative assessment** of the students' achievement developed throughout the unit occurs in the *Elaborate* phase for the Science Inquiry Skills, and in the *Evaluate* phase for the Science Understanding.	***Assessment:*** Assessment against the year level achievement standards of the Australian Curriculum: Science (ACARA) is ongoing and embedded in Primary**Connections** units. Assessment is linked to the development of literacy practices and products. Relevant understandings and skills are highlighted at the beginning of each lesson. Different types of assessment are emphasised in different phases: **Diagnostic assessment** occurs in the *Engage* phase. This assessment is to elicit students' prior knowledge so that the teacher can take account of this when planning how the *Explore* and *Explain* lessons will be implemented. **Formative assessment** occurs in the *Explore and Explain* phases. This enables the teacher to monitor students' developing understanding and provide feedback that can extend and deepen students' learning. **Summative assessment** of the students' achievement developed throughout the unit occurs in the *Elaborate* phase for the Science Inquiry Skills, and in the *Evaluate* phase for the Science Understanding.	***Assessment:*** Assessment against the year level achievement standards of the Australian Curriculum: Science (ACARA) is ongoing and embedded in Primary**Connections** units. Assessment is linked to the development of literacy practices and products. Relevant understandings and skills are highlighted at the beginning of each lesson. Different types of assessment are emphasised in different phases: **Diagnostic assessment** occurs in the *Engage* phase. This assessment is to elicit students' prior knowledge so that the teacher can take account of this when planning how the *Explore* and *Explain* lessons will be implemented. **Formative assessment** occurs in the *Explore and Explain* phases. This enables the teacher to monitor students' developing understanding and provide feedback that can extend and deepen students' learning. **Summative assessment** of the students' achievement developed throughout the unit occurs in the *Elaborate* phase for the Science Inquiry Skills, and in the *Evaluate* phase for the Science Understanding.	***Assessment:*** Assessment against the year level achievement standards of the Australian Curriculum: Science (ACARA) is ongoing and embedded in Primary**Connections** units. Assessment is linked to the development of literacy practices and products. Relevant understandings and skills are highlighted at the beginning of each lesson. Different types of assessment are emphasised in different phases: **Diagnostic assessment** occurs in the *Engage* phase. This assessment is to elicit students' prior knowledge so that the teacher can take account of this when planning how the *Explore* and *Explain* lessons will be implemented. **Formative assessment** occurs in the *Explore and Explain* phases. This enables the teacher to monitor students' developing understanding and provide feedback that can extend and deepen students' learning. **Summative assessment** of the students' achievement developed throughout the unit occurs in the *Elaborate* phase for the Science Inquiry Skills, and in the *Evaluate* phase for the Science Understanding.

Cycle	Term 1	Term 2	Term 3	Term 4
2021	**Primary Connections –** **Year 4 (Physical Sciences)** *Magnetic Moves* They're a useful way to stick things to a refrigerator. However magnets play a more important and often unseen role in our daily lives. Many common household items have magnets in them and are part of what makes these items work. We use magnets to hold cupboard doors shut. Electronic devices such as washing machines, telephones and sound systems have magnets in them. We entrust key information to a pattern of magnetisation on our credit cards and in our computers. Magnets help recycling centres to triage materials and large ones can be used to pick up cars. The *Magnetic moves* unit is an ideal way to link science with literacy in the classroom. It provides opportunities for students to explore how magnets exert a force on certain objects and how that force affects the object. Through hands-on activities, students identify the materials that magnets attract, their poles and magnetic fields, the distance at which they act, and how the pull of magnetism is different from the pull of gravity. *Assessment:* **A**ssessment against the year level achievement standards of the Australian Curriculum: Science (ACARA) is ongoing and embedded in Primary**Connections** units. Assessment is linked to the development of literacy practices and products. Relevant understandings and skills are highlighted at the beginning of each lesson. Different types of assessment are emphasised in different phases: **Diagnostic assessment** occurs in the *Engage* phase. This assessment is to elicit students' prior knowledge so that the teacher can take account of this when planning how the *Explore* and *Explain* lessons will be implemented. **Formative assessment** occurs in the *Explore and Explain* phases. This enables the teacher to monitor students' developing understanding and provide feedback that can extend and deepen students' learning. **Summative assessment** of the students' achievement developed throughout the unit occurs in the *Elaborate* phase for the Science Inquiry Skills, and in the *Evaluate* phase for the Science Understanding.	**Primary Connections –** **Year 5 (Biological Sciences)** *Desert Survivors* It can be hard to imagine how any form of life could survive in the extreme temperatures and dryness of a desert environment. Yet even in such places an amazing diversity of plants and animals can still be found. Their behaviours and physical features have adapted so that they can not only survive, but thrive under these conditions. The *Desert survivors* unit is an ideal way to link science with literacy in the classroom. It provides an opportunity for students to explore some of the physical and behavioural features of desert plants and animals, and to compare them with plants and animals that live in other environments. They pose questions and develop evidence-based claims supported by their reasoning. Through hands-on activities, students investigate how the features of desert plants and animals help them to survive in their own natural environment. *Assessment:* **A**ssessment against the year level achievement standards of the Australian Curriculum: Science (ACARA) is ongoing and embedded in Primary**Connections** units. Assessment is linked to the development of literacy practices and products. Relevant understandings and skills are highlighted at the beginning of each lesson. Different types of assessment are emphasised in different phases: **Diagnostic assessment** occurs in the *Engage* phase. 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Science seeks to understand why and how substances change, and this has led to advances in everything from food preservation to fire control. The *Change detectives* unit is an ideal way to link science with literacy in the classroom. It provides opportunities for students to explore melting, evaporating, dissolving, reacting and burning. Students' understanding of the factors that influence the rate of change will be developed through hands-on activities and student-planned investigations. Students become detectives who identify and explain physical and chemical changes in everyday materials. *Assessment:* **A**ssessment against the year level achievement standards of the Australian Curriculum: Science (ACARA) is ongoing and embedded in Primary**Connections** units. Assessment is linked to the development of literacy practices and products. Relevant understandings and skills are highlighted at the beginning of each lesson. Different types of assessment are emphasised in different phases: **Diagnostic assessment** occurs in the *Engage* phase. This assessment is to elicit students' prior knowledge so that the teacher can take account of this when planning how the *Explore* and *Explain* lessons will be implemented. **Formative assessment** occurs in the *Explore and Explain* phases. This enables the teacher to monitor students' developing understanding and provide feedback that can extend and deepen students' learning. **Summative assessment** of the students' achievement developed throughout the unit occurs in the *Elaborate* phase for the Science Inquiry Skills, and in the *Evaluate* phase for the Science Understanding.	**Primary Connections –** **Year 3 (Earth & Space)** *Night and Day* What causes night and day? The rising of the Sun and the Moon are daily reminders of the awe and wonder, beauty and power of the universe. Studying the relationships between the Sun, Earth and Moon helps us understand how we experience day and night on Earth. It also helps us understand directions in terms of North, South, East and West, how time is based on the apparent movement of the Sun across the sky and how time can be determined using a sundial. The *Night and day* unit is an ideal way to link science with literacy in the classroom. Students explore the sizes, shapes, positions and movements of the Sun, Earth and Moon. They investigate how shadows change throughout the day and link these changes to the Sun's apparent movement across the sky. Students role-play the movements of the Earth in relation to the Sun and Moon. Through investigations, they explain night and day in terms of the Earth spinning on its axis. *Assessment:* **A**ssessment against the year level achievement standards of the Australian Curriculum: Science (ACARA) is ongoing and embedded in Primary**Connections** units. Assessment is linked to the development of literacy practices and products. Relevant understandings and skills are highlighted at the beginning of each lesson. Different types of assessment are emphasised in different phases: **Diagnostic assessment** occurs in the *Engage* phase. This assessment is to elicit students' prior knowledge so that the teacher can take account of this when planning how the *Explore* and *Explain* lessons will be implemented. **Formative assessment** occurs in the *Explore and Explain* phases. This enables the teacher to monitor students' developing understanding and provide feedback that can extend and deepen students' learning. **Summative assessment** of the students' achievement developed throughout the unit occurs in the *Elaborate* phase for the Science Inquiry Skills, and in the *Evaluate* phase for the Science Understanding.

Australian Curriculum: Humanities & Social Science – HASS

The Australian Curriculum: HASS. In the Australian Curriculum, the Humanities and Social Sciences learning area includes a study of history, geography, civics and citizenship and economics and business.

The Australian Curriculum for the Humanities and Social Sciences plays an important role in harnessing students' curiosity and imagination about the world they live in and empowers them to actively shape their lives; make reflective, informed decisions; value their belonging in a diverse and dynamic society; and positively contribute locally, nationally, regionally and globally.

Thinking about and responding to issues requires an understanding of different perspectives; the key historical, geographical, political, economic and societal factors involved; and how these different factors interrelate. The Humanities and Social Sciences in F–6/7, which encompasses the knowledge and understandings of history, geography, civics and citizenship, and economics and business, gives students a deep understanding of the world they live in from a range of perspectives, past and present, and encourages them to develop an appreciation and respect for social, cultural and religious diversity.

The Australian Curriculum for the Humanities and Social Sciences empowers students to shape change by developing a range of skills to enable them to make informed decisions and solve problems. The subject provides students with the skills, behaviours and capabilities that will equip them to face challenges in their lifetime and to participate in and contribute to the wellbeing and sustainability of the environment, the economy and society. Through studying Humanities and Social Sciences, students are given opportunities to develop their ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change.

Through the Humanities and Social Sciences, students become well placed to contribute to Australia's ideas of a cohesive society, sustainable environment, productive economy and stable democracy.

Table 1: Organisation of sub-strands in the Australian Curriculum: Humanities and Social Sciences (F-6/7)

Foundation – Year 2	Years 3–4	Years 5–6/7
Geography	Geography	Geography
History	History	History
N/A	Civics and Citizenship	Civics and Citizenship
N/A	N/A	Economics and Business

Concepts of disciplinary thinking

Each of the four sub-strands in the Humanities and Social Sciences has its own way of thinking. The Australian Curriculum: Humanities and Social Sciences focuses on developing students' ability to apply concepts of disciplinary thinking. The concepts of disciplinary thinking for each of the sub-strands are outlined below:

History: sources, continuity and change, cause and effect, significance, perspectives, empathy and contestability.

Geography: place, space, environment, interconnection, sustainability and change, applying this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

Civics and citizenship: government and democracy, laws and citizens, and citizenship, diversity and identity

Economics and business: Resource allocation and making choices, the business environment, and consumer and financial literacy

Humanities |History | Years Prep to 2 | 20 hours per year | 30 minutes per week | 2 units per year

Cycle	Semester 1
2018	**Year 1, Unit 1** **At this moment in time** The Year 1 curriculum provides a study of present and past family life within the context of the students' own world. Students learn about similarities and differences in family life by comparing the present with the past. They begin to explore the links, and the changes that occur, over time. The content provides opportunities to develop historical understanding through key concepts including continuity and change, cause and effect, perspectives, empathy and significance. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries. The history content at this year level involves two strands: Historical Knowledge, and Understanding and Historical Skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions. A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions. The key inquiry questions at this year level are: • 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? • How do we describe the sequence of time?

Humanities |History | Years Prep to 2 | 20 hours per year | 30 minutes per week | 2 units per year

Cycle	Semester 1	
2018	**Year 1, Unit 1** **At this moment in time**	**Year 2, Unit 2** **The Past in the Present**

Year 1, Unit 1 — At this moment in time

The Year 1 curriculum provides a study of present and past family life within the context of the students' own world. Students learn about similarities and differences in family life by comparing the present with the past. They begin to explore the links, and the changes that occur, over time. The content provides opportunities to develop historical understanding through key concepts including continuity and change, cause and effect, perspectives, empathy and significance. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries. The history content at this year level involves two strands: Historical Knowledge, and Understanding and Historical Skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions. A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions.

The key inquiry questions at this year level are:

•   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?

•   How do we describe the sequence of time?

Assessment:

Collection of work — Time capsule box

The purpose of this assessment is to describe significant personal and family events sequenced on a timeline.

The assessment will gather evidence of the student's ability to:

•   describe an object and events that have personal or family significance

•   pose questions an object and events

•   examine sources to suggest answers to questions

•   sequence events in order, using everyday terms about the passing of time

•   relate a story about life in the past.

Year 2, Unit 2 — The Past in the Present

The Year 2 curriculum provides a study of local history. Students explore, recognise and appreciate the history of their local area by examining remains of the past and considering why they should be preserved. The content provides opportunities to develop historical understanding through key concepts including continuity and change, cause and effect, perspectives, empathy and significance. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries. The history content at this year level involves two strands: Historical Knowledge, and Understanding and Historical Skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions. A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions.

The key inquiry questions at this year level are:

•   What aspects of the past can you see today? What do they tell us?

•   What remains of the past are important to the local community? Why?

•   How have changes in technology shaped our daily life?

Assessment:

Research – Exploring my local community

The purpose of this technique is to assess students' abilities to develop a narrative describing a site of significance in the local community explaining what it reveals about the past.

The assessment will gather evidence of the student's ability to:

•   describe a site of significance in the local community

•   pose questions about the past

•   use sources provided to answer these questions

•   develop a narrative about the past using a range of texts

Cycle	Semester 1	
2019	**PREP, Unit 1** **Exploring Families** **Assessment:** **Talking About Families** *Collection of Work* Students identify important events in their own lives and relate a story about their past. **Part A: Identify important events** • Students tell and/or record personal events or developments in their past. **Part B: Relate a story** • Students tell a story about something that happened in the past. • Students draw a picture to represent the story.	**Year 1, Unit 2** **Life in the Past and Present** **Assessment:** *Collection of Work* Students respond to questions about daily life in the past using sources provided. They identify and explain what aspects of daily life have changed and what aspects have stayed the same over time. **Part A:** Respond to questions about the past • Respond to questions about daily life in the past using sources provided. **Part B:** Compare daily life in the past and present • Identify and explain how some aspects of daily life have changed over time while others have stayed the same. **Part C:** Relate a story about daily life in the past • Tell and illustrate a story about daily life in the past using information you gathered from sources • Prepare paper and coloured pencils or crayons for the story illustration (if required).

Cycle	Term 1	Term 2

2018	**Year 3, Unit 1**
	Investigating celebrations, commemorations and community diversity
	
	In this unit students will investigate the following questions:
	
	• How and why do people choose to remember significant events of the past?
	• What is the nature of the contribution made by different groups and individuals in the community?
	
	In this unit, students will develop an understanding of the significance of celebrations and commemorations from Australia and other places around the world. They will examine the historical origins of celebrations and commemorations and explore a range of perspectives on the historical events that we remember when we celebrate or commemorate. Students will explore the contribution made by different cultural groups to the development and character of the local community and understand the value of learning about the cultures, languages and beliefs of others.
	
	Assessment:
	
	Collection of Works
	
	Explain a celebration or commemoration of the past that has significance today and describe your experiences at the celebration or commemoration.
	
	- **Part A — Sequencing task**
	  o Sequence a range of celebrations and commemorations on a timeline.
	  o Annotate a timeline to identify celebrations and commemorations and explain their significance.
	
	- **Part B — Locating information task**
	  o Select a celebration or commemoration from the timeline on Part A.
	  o Locate and record information from sources provided by your teacher to answer questions about a celebration or commemoration.
	
	- **Part C — Historical narrative**
	  o Write a historical narrative using information from the answers.
		Year 6, Unit 2
		Investigating the Development of Australia as a Diverse Society
		
		In this unit students will investigate the following questions:
		
		• Who were the people who came to Australia? Why did they come?
		• What contributions have significant individuals and groups made to the development of Australian society?
		
		The following content is taught as part of the unit.
		
		Students locate information in sources to discover stories of groups of people who migrated to Australia and the reasons they migrated.
		
		They investigate the contributions of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society.
		
		The content provides opportunities to develop historical understandings through the key concepts of sources, cause and effect, perspectives, empathy and significance.
		
		Assessment:
		
		Research
		
		Conduct an historical inquiry to investigate the experiences of a migrant and contributions of the migrant and their group to the development of Australia.
		
		Follow the process of historical inquiry to investigate the experiences of a migrant and their contributions to the development of Australia.
		
		Part A — Create a record of research in your research booklet
		- Pose questions to frame the inquiry.
		- Identify and locate relevant sources.
		- Locate information related to inquiry questions.
		- Sequence on a timeline significant events in the life of a migrant.
		
		Part B — Develop a written text
		- Write an historical narrative describing the experiences of a migrant and their contribution to Australia, using historical terms and concepts, and incorporating relevant sources (approx. 300 words).
		
		Part C — Compare the different experiences of two migrants
		- Locate and record information to use in a paragraph comparing the experiences of two migrants (approx. 150 words).

Cycle	Semester 1	
2018	**Year 2, Unit 1** **Exploring local and more distant places** Inquiry question: • What is a place? In this unit, students: • draw on representations of the world as geographical divisions, and the location of Australia • understand that each place has a location on the surface of the Earth which can be expressed using direction and location of one place from another • develop questions about places • use a globe or a maps to identify examples of places that are defined at different levels or scales, such as, personal scale (neighbourhood), local scale (town, rural area or city), regional scale, national scale, or region of the world scale • use a globe, map or other geographical tool to locate and name the continents, oceans, Equator, and North and South poles • collect and record geographical data and information, such as observations, interviews, storybooks and photographs to identify examples of how places are defined by different groups and how they change over time • represent connections between places by constructing a map and using symbols • describe the location and direction of a place *Assessment:* *Collection of work (Multi-modal)* The purpose of this assessment is to make judgments about student responses to a series of focused tasks related to specific steps in the process of geographical inquiry. Students use geographical methods to represent and communicate the location and features of places. The assessment will gather evidence of the student's ability to: • identify the features that define places • recognise that places can be described at different scales • recognise that the world can be divided into major geographical division • represent data and the location of places and their features in tables, plans and on labelled maps • interpret geographical information to draw conclusions • describe the direction and location of places	**PREP, Unit 2** **How do we care for special places?** Inquiry questions: • What makes a place special? • How can we look after the places we live in? In this unit, students: • draw on studies at the personal scale, including places in which students live or other places of similar size that are familiar to them or that they are curious about • understand that what makes a 'place' special is dependent on how people view the place or use the place • pose questions about the meaning places have for people • listen to stories about the ways Aboriginal peoples and Torres Strait Islander peoples describe their connection with a 'place' or 'places', particularly the visible elements or features of a place • describe the location of important places using geographical terms such as near and far • use sources to identify ways that people care for special places, and record • describe special places and the reasons they are special to people • reflect on learning to suggest ways they could contribute to the caring of a special place *Assessment:* *Guided research (Oral)* The purpose of this technique is to assess students' abilities to ask geographical questions and proceed through the collection, recording, and sorting of information to draw conclusions and propose action. Students undertake a teacher guided inquiry that aligns with the geographical inquiry and skills strand. The assessment will gather evidence of the student's ability to: • recognise why some places are special to people by sharing their observations on why places are important • share observations in an oral presentation and use everyday language to describe the direction and location of an important place • reflect on inquiry findings and suggest ways that a familiar place can be cared for	

Humanities | Geography | Years 3 to 6 | 40 hours per year | 1 hour per week | 2 units per year

Cycle	Term 3	Term 4
2018	**Year 4, Unit 1** **Exploring environments and places** In this unit students will investigate the inquiry question identified from the Australian Curriculum: Geography • How does the environment support the lives of people and other living things? The content provides opportunities to develop the following concepts for geographical understandings: place, space, environment, change, and scale. In this unit, students build on their mental map of the world and their understanding of place with a focus on Africa and South America. Students investigate the types of natural vegetation and native animals on both these continents. Students learn to identify and describe the relative location of places at a national scale and to complete maps using cartographic conventions. The interconnections between people and environment are examined by exploring the importance of environments to animals and people and how places are characterised by their environments. Students will identify and compare the characteristics of places, including the types of natural vegetation and native animals. Students will interpret geographical information and data to identify different views on how the environments should be protected, and form conclusions. ***Assessment:*** Collection of Work In a three part assessment task, under supervised conditions, students will demonstrate an understanding of location and characteristics of place	**Year 6, Unit 2** **Exploring Australia's Connections with Other Countries** In this unit, students will investigate the inquiry questions identified from the Australian Curriculum: Geography: • What are Australia's global connections between people and places? • How do people's connections to places affect their perception of them? The content provides opportunities to develop the following concepts for geographical understandings: place, environment, interconnections, sustainability, scale, change. In this unit, students: • draw on studies at different scales, including Australia, major countries of Asia, or a region within Asia • understand that the characteristics of places are affected by global and local influences, and become increasingly connected at the same scale and across scales • develop an inquiry question about the ways people in their local community are connected to Asia or a selected country within Asia, and plan an inquiry guided by this question • collect and record relevant geographical data and information from primary and secondary sources on significant events that connect people and places throughout the world and the various connections Australia has with Asia or a selected country within Asia • collect and record relevant geographical data and information, using ethical protocols, from primary and/or secondary sources, on how these connections change people and places • evaluate sources for their usefulness • present findings, using geographical terms, on how connections between Australia and Asia are reciprocal and interdependent, and change places and affect people • propose action on how to increase the awareness of the effect that people's connections and proximity to places has on their awareness and opinion of places in Asia, and describe the expected effects of their proposal. ***Assessment:*** Research task

Australian Curriculum: Technologies

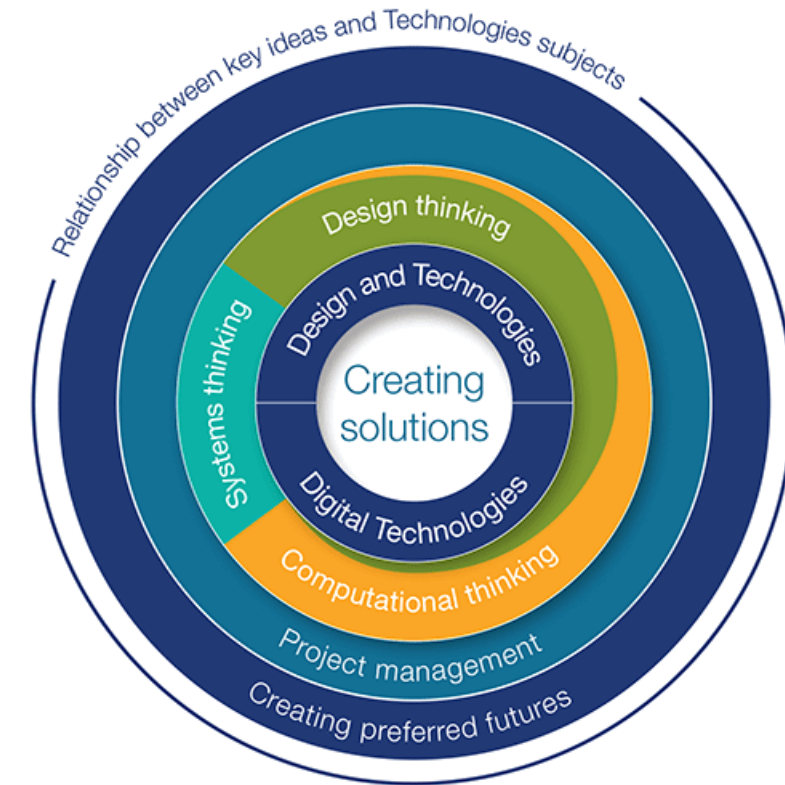http://www.australiancurriculum.edu.au/technologies/introduction

The Australian Curriculum: Technologies.   The Australian Curriculum: Technologies describes two distinct but related subjects:

- Design and Technologies, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities
- Digital Technologies, in which students use computational thinking and information systems to define, design and implement digital solutions.

Table 1: Design and Technologies and Digital Technologies content structure

Design and Technologies	Digital Technologies
Knowledge and understanding	*Knowledge and understanding*
Technologies and society • the use, development and impact of technologies in people's lives Technologies contexts • technologies and design across a range of technologies contexts	Digital systems • the components of digital systems: hardware, software and networks and their use Representation of data • how data are represented and structured symbolically
Processes and production skills	*Processes and production skills*
Creating designed solutions by: • investigating and defining • generating and designing • producing and implementing • evaluating • collaborating and managing	Collecting, managing and analysing data Creating digital solutions by: • investigating and defining • generating and designing • producing and implementing • evaluating • collaborating and managing

Relationship between key ideas and Technologies subjects

Cycle	Semester 1	Semester 2
	Design & Technologies **Foundation to Year 2 Band Description** Learning in Design and Technologies builds on concepts, skills and processes developed in the Early Years Learning Framework, revisiting, strengthening and extending these as needed. By the end of Year 2 students will have had the opportunity to create designed solutions at least once in each of the following technologies contexts: Engineering principles and systems; Food and fibre production and Food specialisations; and Materials and technologies specialisations. Students should have opportunities to experience designing and producing products, services and environments. This may occur through integrated learning. In Foundation to Year 2 students explore and investigate technologies − materials, systems, components, tools and equipment − including their purpose and how they meet personal and social needs within local settings. Students develop an understanding of how society and environmental sustainability factors influence design and technologies decisions. Students evaluate designed solutions using questions such as 'How does it work?', 'What purpose does it meet?', 'Who will use it?', 'What do I like about it?' or 'How can it be improved?' They begin to consider the impact of their decisions and of technologies on others and the environment including in relation to preferred futures. They reflect on their participation in a design process. This involves students developing new perspectives, and engaging in different forms of evaluating and critiquing products, services and environments based on personal preferences. Using a range of technologies including a variety of graphical representation techniques to communicate, students draw, model and explain design ideas; label drawings; draw objects as two-dimensional images from different views; draw products and simple environments and verbalise design ideas. They plan (with teacher support) simple steps and follow directions to complete their own or group design ideas or projects, and manage their own role within team projects. Students are aware of others around them and the need to work safely and collaboratively when making designed solutions **Digital Technologies** **Foundation to Year 2 Band Description** Learning in Digital Technologies builds on concepts, skills and processes developed in the Early Years Learning Framework. It focuses on developing foundational skills in computational thinking and an awareness of personal experiences using digital systems. By the end of Year 2, students will have had opportunities to create a range of digital solutions through guided play and integrated learning, such as using robotic toys to navigate a map or recording science data with software applications. In Foundation – Year 2, students begin to learn about common digital systems and patterns that exist within data they collect. Students organise, manipulate and present this data, including numerical, categorical, text, image, audio and video data, in creative ways to create meaning. Students use the concept of abstraction when defining problems, to identify the most important information, such as the significant steps involved in making a sandwich. They begin to develop their design skills by conceptualising algorithms as a sequence of steps for carrying out instructions, such as identifying steps in a process or controlling robotic devices. Students describe how information systems meet information, communication and/or recreational needs. Through discussion with teachers, students learn to apply safe and ethical practices to protect themselves and others as they interact online for learning and communicating. **Foundation to Year 2 Achievement Standard** By the end of Year 2, students identify how common digital systems (hardware and software) are used to meet specific purposes. They use digital systems to represent simple patterns in data in different ways. Students design solutions to simple problems using a sequence of steps and decisions. They collect familiar data and display them to convey meaning. They create and organise ideas and information using information systems, and share information in safe online environments.	

Cycle	Semester 1	Semester 2
2018	Not delivered in Semester 1	**Design & Technologies - Bands 3 & 4, Unit 3** **Pinball Paradise** In this unit students will investigate how forces and the properties of materials affect the behaviour of a product or system, make a pinball machine, and design a games environment in which it can be used. They will explore the role of people in engineering technology occupations and how they address factors that meet client needs. Students will apply these processes and production skills to: • investigating materials, technologies for shaping and joining, and how designs meet people's needs • generating and refining design ideas for a pinball machine and a games environment • producing a pinball machine that meets the design brief • evaluating their design and production processes • collaborating and managing by working with others and developing sequenced steps. *Assessment:* ***Making a Pinball Machine*** *Portfolio* Students design and make a pinball machine that is fun to play, and design a games environment for pinball machines. Assessment will gather evidence of the student's ability to: • explain how designed environments meet needs of communities • describe contributions of people in design and technologies occupations • describe how engineering principles can be used to make a pinball machine • explain opportunities for a games environment • develop design ideas and communicate these using models, annotated drawings and symbols • identify appropriate technologies • use safe work practices • plan and sequence major steps in design and production • evaluate designs against criteria for success.

Cycle	Semester 1	Semester 2
2019	Not delivered in Semester 1	**Band 5/6 – Unit 3** ***Design for Nature*** ***Materials and technologies specialisations*** In this unit, students will investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate their suitability for use. They will design a product to meet an identified need or opportunity for wildlife in their local area. They will examine the role of people in a range of technologies occupations and the tools and techniques they use. Students will apply the following processes and production skills: • Investigating by: 　○ the analysis of needs and opportunities for designing 　○ the analysis of technologies and design features used in wildlife management 　○ the testing of tools and techniques with a range of materials • Generating and documenting design ideas for a wildlife management product • Producing a wildlife management product for an identified need • Evaluating design ideas, processes and solutions against negotiated criteria for success • Collaborating as well as working individually throughout the process • Managing by developing project plans that include resources. ***Assessment:*** *Portfolio* Students design and make a product that supports wildlife to coexist in the school environment. Assessment will gather evidence of student's ability to: • Describe competing factors in the design of products and environments. • Describe how technologies contribute to the future of wildlife. • Explain how materials and technologies influence designed solutions. • Identify needs and opportunities. • Generate and communicate ideas using appropriate methods. • Select and use appropriate resources to safely make a product. • Develop production plans identifying technologies processes. • Suggest criteria for success and use to evaluate ideas and product.

Cycle	Semester 1	Semester 2
2020	Not delivered in Semester 1	**Band 3 / 4 – Unit 1** *Repurpose It* *Materials and technologies specialisations* In this unit, students investigate the suitability of materials, systems, components, tools, equipment and techniques for specific purposes. They repurpose an item of clothing 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. Students apply processes and production skills, including: • investigating by: o communicating with client and critiquing needs or opportunities for designs o testing materials including fabrics and exploring techniques for shaping and joining them o identifying examples of recycling, up-cycling and re-using • generating design ideas for a useful item and communicating them with annotated design drawings • producing a useful item by selecting relevant tools and resources and using them safely • evaluating design ideas, processes and solutions • collaborating as well as working individually throughout the process • managing by sequencing production steps. ***Assessment:*** *Portfolio* Students repurpose an item of clothing to create another useful item. Assessment will gather evidence of the student's ability to: • explain how the design of products meets the needs of the community • identify how materials and components can be used to create designed solutions • explain needs • develop and expand design ideas • communicate using annotated drawings and symbols • identify appropriate materials, equipment and techniques • demonstrate safe work practices • plan and sequence steps in design and production • evaluate ideas and solutions against success criteria.

Technologies (Design & Technologies) | Years 3 - 6 | 15 hours per year | 0.375 hours per week (equivalent to 0.75 hours per week over one term)

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Cycle	Semester 1	Semester 2

2021	Not delivered in Semester 1	**Band 5/6 – Unit 1**
		Harvesting Good Health
		
		Food specialisations and Food and fibre production
		In this unit, students will 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.
		Students will apply the following processes and production skills:
		
		• Investigating:
		  o healthy food choices and food preparation techniques;
		  o plant growth requirements and production systems;
		  o design needs and opportunities;
		  o issues, including sustainability, which affect designs; and
		  o the characteristics of materials, tools and techniques in relation to the design challenge.
		• Generating designs, criteria for success, an annotated diagram of a sustainable plant service and a production plan.
		• Producing a plant service to enable the preparation of a healthy food product.
		• Evaluating their design and production processes.
		• Collaborating and managing by working with others and by following the steps for the project.
		
		Assessment:
		
		Portfolio
		
		Students will design a service that provides a plant that can be used to create a healthy food product.
		The service will involve the design of the plant's:
		
		• Packaging
		• Care label
		• Fact sheet
		
		Assessment will gather evidence of student's ability to:
		
		• Describe competing factors in the design of a plant service taking into account sustainability.
		• Describe how a plant service is designed to meet present and future needs.
		• Explain how designed services use technologies to produce, package and distribute plants.
		• Create a plant service that meets identified needs.
		• Select and use appropriate tools, components and techniques, and record a production plan, to safely produce a plant service.
		• Generate and communicate design ideas for a plant service, including graphical representations.
		• Suggest and use criteria for success, including sustainability, to evaluate a design.

Digital Technologies Hub https://www.digitaltechnologieshub.edu.au/

Cycle	Semester 1	Semester 2
2018	**Digital Technologies – Year 3 (Digital Technologies Hub)** *Secret Messages and Codes* **Secret Messages and Codes** Introduce coding and decoding using secret messages. *Assessment:* A list of words showing the encoded and decoded messages or words. Present a coded message and the students correctly decode the specific message **Braille** Use symbols to represent text characters. *Assessment:* A list of words represented using Braille. **Morse Code** Create messages in morse code and have another person decode the message. *Assessment:* A list of words represented using Morse Code. Demonstrating how to use BBC Microbit to send a message encoded using Morse Code and a partner decoding the message. List three different ways that braille could help a person or students provide a sample of their design (rules about letter representation). **QR Codes** Use QR codes to locate information for a class context. *Assessment:* A QR code linked to information created by the QR code creator.	**Digital Technologies – Year 4 (Digital Technologies Hub)** *Programming Projects* **Collecting and Organising Data** Data can be classified into groups according to common characteristics present in the data. Data can be classified according to a range of factors, such as: • attributes, for example country of origin, gender, eye or hair colour, animal type or car type • amounts/values: for example, height, age, weight, number of family members, cost ($) • geographic location; for example, state or territory, country or postcode • time occurrence; for example, days, weeks, months or years. **Assessment:** Data acquired and then organised into relevant headings and columns. Look for different ways to classify the data. **Using a Spreadsheet** Spreadsheet software is particularly useful for manipulating numbers by methods such as sorting, filtering, calculating. Spreadsheet software includes MS Excel for windows, Numbers for iOS and Apache OpenOffice as an open source alternative. When entering data into a spreadsheet, it is important to think about how the data is to be organised; for example, what headings and what format will each cell require – numbers, text, etc? **Presenting Data** Different types of software that we use have certain functions that make them suitable for particular purposes.Spreadsheet software enables us to organise, find patterns in data and present the data as information. Image editing software enables photographs to be modified to suit a purpose. Photographs, for example, can be increased or decreased in size, repositioned or have their brightness adjusted. **Assessment:** Presentation or demonstration. Presenting some 'finished' pieces of information and then asking students to annotate the information using an agreed process. **Formats for Presenting Data** Y charts, Venn diagrams and T charts are some useful ways to present simple information visually and to organise thinking. Infographics are a way to visually present data, and are intended to give a simple overview of a complex subject. They may include charts, graphics and, usually, minimal text. **Assessment:** Presentation showing at least three different ways of presenting the same data.

The Australian Curriculum – The Arts: The five arts subjects in the Australian Curriculum provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.

In **Dance**, students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, and appreciation of and responses to dance and dance making.

In **Drama**, students explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama.

In **Media Arts**, students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.

In **Music**, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.

In **Visual Arts**, students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design. Students develop practical skills and critical thinking which inform their work as artists and audience.

Strands

Content descriptions in each arts subject reflect the interrelated strands **of making and responding**.

- making includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.
- responding includes exploring, responding to, analysing and interpreting artworks

ARTS – DANCE (Integrated with HPE Movement and Physical Activity)

Cycle	Semester 1	Semester 2
2018	Not taught in Semester 1	**Foundation to Year 2 Band Description** In Foundation to Year 2, students become aware of their bodies and learn about the body bases, parts and zones used in dance; explore space, time, dynamics and relationships as they make and observe dances; explore locomotor and non-locomotor movements and use these fundamental movement skills in their own dance; experiment with simple technical and expressive skills and begin to learn about choreographic devices through selecting and organising movements in their own dances. **Years 3 to 4 Band Description** In **Years 3 to 4** students extend their awareness of the body as they incorporate actions using different body parts, body zones and bases; explore and experiment with directions, time, dynamics and relationships using groupings, objects and props; extend their fundamental movement skills by adding and combining more complex movements; use technical skills including accuracy and awareness of body alignment; explore meaning and interpretation, elements and forms including shapes and sequences of dances as they make and respond to dance; use expressive skills including projection and focus when performing dance for themselves and others. **Years 5 and 6** In *Years 5 & 6* students extend their awareness of the body as they combine movements that use body parts and actions with those involving body zones and bases; extend their understanding and use of space, time, dynamics and relationships including performing in groups of varying sizes; extend their use of various combinations of fundamental movement skills and technical skills, developing competence, body control and accuracy; explore meaning and interpretation, forms and elements of dance, including the use of space and energy in dances as they make and respond to dance. ***Assessment:*** Assessment is integrated within the HPE curriculum and assessment framework. Curriculum is delivered and assessed by the HPE teacher.

ARTS – DRAMA		
Cycle	Semester 1	Semester 2
2018	Not taught in Semester 1.	**Foundation to Year 2 Band Description** Students in Foundation to Year 2 become aware of role and situation as they listen and respond as fictional characters; explore voice and movement to create role; learn about focus and identifying the main idea of the drama; learn how their ideas can be expressed through role and story. **Years 3 and 4 Band Description** Students in Years 3 and 4 extend their understanding of role and situation as they offer, accept and extend their ideas in improvisation; vary voice and movement to create role when devising drama; learn about focus, tension, space and time in their own and others' drama; explore meaning and interpretation, forms and elements including voice, movement, situation, time and place, and tension as they make and respond to drama; use language and ideas to shape dramatic action; use story structures to shape drama for audiences. **Years 5 and 6 Band Description** Students in Years 5 and 6 develop understanding of character through voice and movement and extend their understanding and use of situation, focus, tension, space and time; extend their understanding and use language and ideas to create dramatic action and consider mood and atmosphere in performance; use conventions of story and other devices such as dramatic symbol to communicate meaning and shape and sustain drama for audiences; explore meaning and interpretation, forms and elements including voice, movement, situation, space and time, and tension as they make and respond to drama. ***Assessment:*** Not formally assessed. End-of year presentation.

ARTS – MEDIA ARTS	
Cycle	**Semester 1**	**Semester 2**
2018	**Foundation to Year 2 Band Description** In the Foundation Year, students undertake The Arts appropriate for their level of development. They explore the arts and learn how artworks can represent the world and that they can make artworks to represent their ideas about the world. They share their artworks with peers and experience being an audience to respond to others' art making. As they experience the arts, students draw on artworks from a range of cultures, times and locations. They explore the arts of Aboriginal and Torres Strait Islander Peoples and of the Asia region and learn that they are used for different purposes. While the arts in the local community should be the initial focus for learning, students are also aware of and interested in the arts from more distant locations and the curriculum provides opportunities to build on this curiosity. As they make and respond to artworks, students explore meaning and interpretation, forms and processes, and social and cultural contexts of the arts. They make early evaluations of artworks expressing what they like and why. Students learn about safe practices in the arts through making and responding safely in the different arts subjects. They experience the role of artist and they respond to feedback in their art making. As an audience, they learn to focus their attention on artworks presented and to respond to artworks appropriately. In Foundation to Year 2, students learn to be an audience for different arts experiences within the classroom. In Media Arts, students: • become aware of structure, intent, character and settings in ideas and stories • explore ideas and learn about composition, sound and technologies to construct stories • learn how their ideas can be communicated through selecting and organising the elements of media arts. 	

ARTS – MEDIA ARTS

Cycle	Terms 2 & 3
2018	**Bands 3/4 - Unit 2** *Poetry in Motion* In this unit, students create a character animation to deliver an audio recording of a short, humorous poem. Students will: • explore representations of people from their community (including self) to develop animated characters considering animation forms, mouth shapes, facial expression, character development, composition, text and sound in media delivery to engage an audience • experiment with media technology, collaborative production processes (script, storyboard, photograph and edit as a slideshow) to create a lip-synched animation • present productions in digital form to share and discuss similarities and differences in content, structure and animation approaches • describe and discuss intended purposes and meanings of media artworks using media arts key concepts, starting with media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples. Unit 2 developed using the Australian Curriculum: Media Arts Years 3 and 4Content Descriptions and Achievement Standard. ***Assessment:*** Assessment will gather evidence of the student's ability to: • explain how points of view, ideas and stories are shaped and portrayed in media artworks they make and share • explain how points of view, ideas and stories are shaped and portrayed in media artworks they view • explain the purposes and audiences for media artworks made in different cultures, times and places • work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movements and lighting. Unit assessment provides evidence of student learning and provides opportunities for teachers to make judgments about whether students have met the Australian Curriculum: Media Arts Years 5 and 6 Achievement Standard.

ARTS – MEDIA ARTS	
Cycle	**Terms 2 & 3**
2019	**Bands 5/6 - Unit 1** *Light and Shadow* In this unit, students shape time and space to explore representations in media art forms. Students will: • explore how media artists control form, light and shadow to suggest ideas and point of view about an aspect of their community • experiment with media technology and collaborative production processes (film, photography, editing, lighting, video and special effects, sound and text) to create an aesthetic media arts production • present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions, movement and lighting • explain how the elements of media arts and story principles communicate meaning through comparison of media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples. Unit 1 developed using the Australian Curriculum: Media Arts Years 5 and 6 Content Descriptions and Achievement Standard. ***Assessment:*** Assessment will gather evidence of the student's ability to: • explain how points of view, ideas and stories are shaped and portrayed in media artworks they make and share • explain how points of view, ideas and stories are shaped and portrayed in media artworks they view • explain the purposes and audiences for media artworks made in different cultures, times and places • work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movements and lighting. Unit assessment provides evidence of student learning and provides opportunities for teachers to make judgments about whether students have met the Australian Curriculum: Media Arts Years 5 and 6 Achievement Standard.

ARTS – MEDIA ARTS	
Cycle	**Terms 2 & 3**

2020	**Band 3/4 - Unit 3**
	On the Cover
	
	In this unit, students explore magazine cover design through representation and characterisation of people in their community, including themselves and compare the digitisation of magazines on the internet.
	
	Students will:
	
	• explore genre conventions in paper magazine cover design and devise representations of classmates to depict specific characterisations, settings and ideas
	• experiment with design (layout, text, colour, image composition) and media technologies (desktop publishing, photography, image manipulation) to appeal to a target audience
	• present productions in digital or print form to share and discuss similarities and differences in content, structure and design approaches
	• describe and discuss intended purposes and audience of print and online media artworks using media arts key concepts, starting with media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.
	
	Assessment:
	
	Assessment will gather evidence of the student's ability to:
	    • use story principles to make and share media artworks
	    • use time, space and technologies to make and share media artworks
	    • discuss how and why they and others use images, sound and text to make media artworks
	    • discuss how and why they and others use images, sound and text to present media artworks
	    • make and share media artworks that communicate ideas to an audience
	    • describe and discuss similarities and differences between media artworks they make and view.
	
	Unit assessment provides evidence of student learning and provides opportunities for teachers to make judgments about whether students have met the Australian Curriculum: Media Arts Years 3 and 4 Achievement Standard.

ARTS – MEDIA ARTS	
Cycle	**Terms 3 & 4**
2021	**Band 5/6 - Unit 3** *Music Video* In this unit, students explore music video styling, concepts and production processes from ideation to creation. Students will: • explore representations and characterisations of people in music video and how point of view is controlled by creators of music video through story principles and genre conventions • experiment with production of music video concepts based on community and student audience, considering how point of view can be controlled by production and use of media technologies • present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions and use of media technologies • compare and explain the shaping of viewpoint, ideas and stories in their own media artwork and that of others, examining representation of character, time and place in media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples. Unit 3 developed using the Australian Curriculum: Media Arts Years 5 and 6 Content Descriptions and Achievement Standard. *Assessment:* Assessment will gather evidence of the student's ability to: • explore reality television concepts and production processes from ideation to creation. • explain how points of view, ideas and stories are shaped and portrayed in media artworks they make and share • explain how points of view, ideas and stories are shaped and portrayed in media artworks they view • explain the purposes and audiences for media artworks made in different cultures, times and places • work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movements and lighting. Unit assessment provides evidence of student learning and provides opportunities for teachers to make judgments about whether students have met the Australian Curriculum: Media Arts Years5 and6Achievement Standard.

	ARTS – MUSIC
Cycle	
	Foundation to Year 2 Band Description In Music, students in Foundation to Year 2 Band Descriptions: become aware of rhythm, pitch, dynamics and expression, form and structure, timbre and texture explore sounds as they learn to listen to and make music learn to discriminate between sounds and silence, and loud and soft sounds learn to move and perform with beat and tempo learn to listen as performers and as audience. ***Years 3 and 4 Band Description*** In Years 3 and 4 students: extend their understanding of the elements of music as they develop their aural skills match pitch and show the direction of a tune with gesture or drawings recognise difference between notes moving by step and by leap recognise and discriminate between rhythm and beat explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture as they make and respond to music learn to listen as performers and as audience, extending their awareness of themselves and others as performers and as audience. ***Years 5 and 6 Band Description*** In Years 5 and 6 students: further their understanding of rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music; extend their understanding and use of aural skills as they sing and play independent parts against contrasting parts and recognise instrumental, vocal and digitally generated sounds; explore and use rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music they perform and compose; explore meaning and interpretation, forms and elements of music as they make and respond to music.

	ARTS – MUSIC	
Cycle	**Semester 1**	**Semester 2**
2018	**P-2, Unit 1** **Let's Sing and Play Together** In this unit, students explore rhymes and songs as stimulus for music making and responding. Students will: • develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in a range of chants, songs/poetry and rhymes • sing and play instruments to improvise, practise a repertoire of chants, songs/poetry and rhymes including songs used by cultural groups in the community • create compositions and perform music to communicate ideas to an audience • respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples. Unit 1 developed using the Australian Curriculum: Music Years Prep to 2 Content Descriptions and Achievement Standard. ***Assessment:*** Assessment may gather evidence of the student's ability to: • communicate about the music they listen to, make and perform together and where and why people make music together • improvise, compose, arrange and perform music they sing and play together • demonstrate aural skills by staying in tune and keeping in time when they sing and play together. Unit assessment provides evidence of student learning and provides opportunities for teachers to make judgments about whether students have met the Australian Curriculum: Music Years Prep to 2 Achievement Standard.	**P-2, Unit 4** **Music is in our New World** In this unit, students explore fiction and non-fiction books and everyday texts as stimulus for music making and responding. Students will: • develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in a range of chants, songs and rhymes drawn from texts • sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community • create compositions and perform music to communicate ideas to an audience • respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples. Unit 4 developed using the Australian Curriculum: Music Years Prep to 2 Content Descriptions and Achievement Standard. ***Assessment:*** Assessment will gather evidence of the student's ability to: • communicate about the music they listen to, make and perform in the world around them and where and why people make music in the local community • improvise, compose, arrange and perform music drawn from texts • demonstrate aural skills by staying in tune and keeping in time when they sing and play music about their world. Unit assessment provides evidence of student learning and provides opportunities for teachers to make judgments about whether students have met the Australian Curriculum: Music Years Prep to 2 Achievement Standard.

ARTS – VISUAL ARTS		
Cycle	**Semester 1**	**Semester 2**
2018	**Prep – Year 2** ***Foundation – Year 2*** In Visual Arts, students: - become aware of visual conventions and learn to notice visual detail - explore how and why artworks are created and ways to use and apply visual conventions, such as line, shape, colour and texture - learn how their ideas or subject matter can be developed through different forms, styles, techniques, materials and technologies - learn about how and why artists, craftspeople and designers present their ideas through different visual representations, practices, processes and viewpoints.	
	Years 3 - 6 **Band 3-4, Unit 2** **Tiny Worlds** In this unit, students explore the communication of diversity in environments through the manipulation of visual language. Students will: - explore and identify purpose and meaning of cultural symbolism in artworks by Aboriginal and Torres Strait Islander peoples and Asian artists to communicate relationships to environments and places - experiment with visual conventions and visual language to depict personal responses and qualities of environments (printmaking techniques, colour relationships – warm/cool; application of materials - harsh/gentle; spatial devices – flattened space/aerial perspective/ depth) - collaborate, plan and create a collection/ exhibition of artworks to depict diversity in Australian environments and diversity in individual approach - compare contemporary artworks of Aboriginal and Torres Strait Islander peoples and Australian artists that communicate personal experience with environments and natural landforms and use art terminology to communicate meaning. Unit 2 developed using the Australian Curriculum: Visual Arts Years 3 and 4 Content Descriptions and Achievement Standard. **Assessment** Assessment will gather evidence of the student's ability to: - describe and discuss similarities and differences between artworks they make and present - describe and discuss similarities and differences between artworks they view - discuss how they use visual conventions in artworks - discuss how others use visual conventions in artworks - collaborate to plan and make artworks that are inspired by artworks they experience - use visual conventions, techniques and processes to communicate their ideas. Unit assessment provides evidence of student learning and provides opportunities for teachers to make judgments about whether students have met the Australian Curriculum: Visual Arts Years 3 and 4 Achievement Standard.	**Not taught in semester 2**

	ARTS – VISUAL ARTS	
Cycle	**Semester 1**	**Semester 2**
2019	**Prep – Year 2** *Foundation – Year 2* In Visual Arts, students: • become aware of visual conventions and learn to notice visual detail • explore how and why artworks are created and ways to use and apply visual conventions, such as line, shape, colour and texture • learn how their ideas or subject matter can be developed through different forms, styles, techniques, materials and technologies • learn about how and why artists, craftspeople and designers present their ideas through different visual representations, practices, processes and viewpoints.	
	Years 3 – 6 **Band 5-6, Unit 1** **The Animal Within** In this unit, students focus on representation of animals as companion, metaphor, totem and predator. Students will: • explore and explain the representation of values and beliefs in sculptural artworks by artists including Aboriginal and Torres Strait Islander peoples and Asian artists and consider this in the development of their own artworks • experiment with and use visual conventions and practices (ceramic sculpture, collage, surface manipulation, 3-dimensional form, mixed media) in research and development of individual artworks which express a personal view • plan the presentation of sculptural animals to enhance meaning for audience with description of influence and personal view • compare visual art conventions and the representation of animals in 3-dimensional artworks from different cultures, times and places and use art terminology to explain the communication of meaning. Unit 1 developed using the Australian Curriculum: Visual Arts Years 5 and 6 Content Descriptions and Achievement Standard. *Assessment:* Assessment will gather evidence of the student's ability to: • explain how ideas are represented in artworks they view • describe the influences of artworks and practices from different cultures, times and places on their art making • use visual conventions and visual arts practices to express a personal view in their artworks • demonstrate different techniques and processes in planning and making artworks • describe how the display of artworks enhances meaning for an audience. Unit assessment provides evidence of student learning and provides opportunities for teachers to make judgments about whether students have met the Australian Curriculum: Visual Arts Year 5 and 6 Achievement Standard.	**Not taught in semester 2**

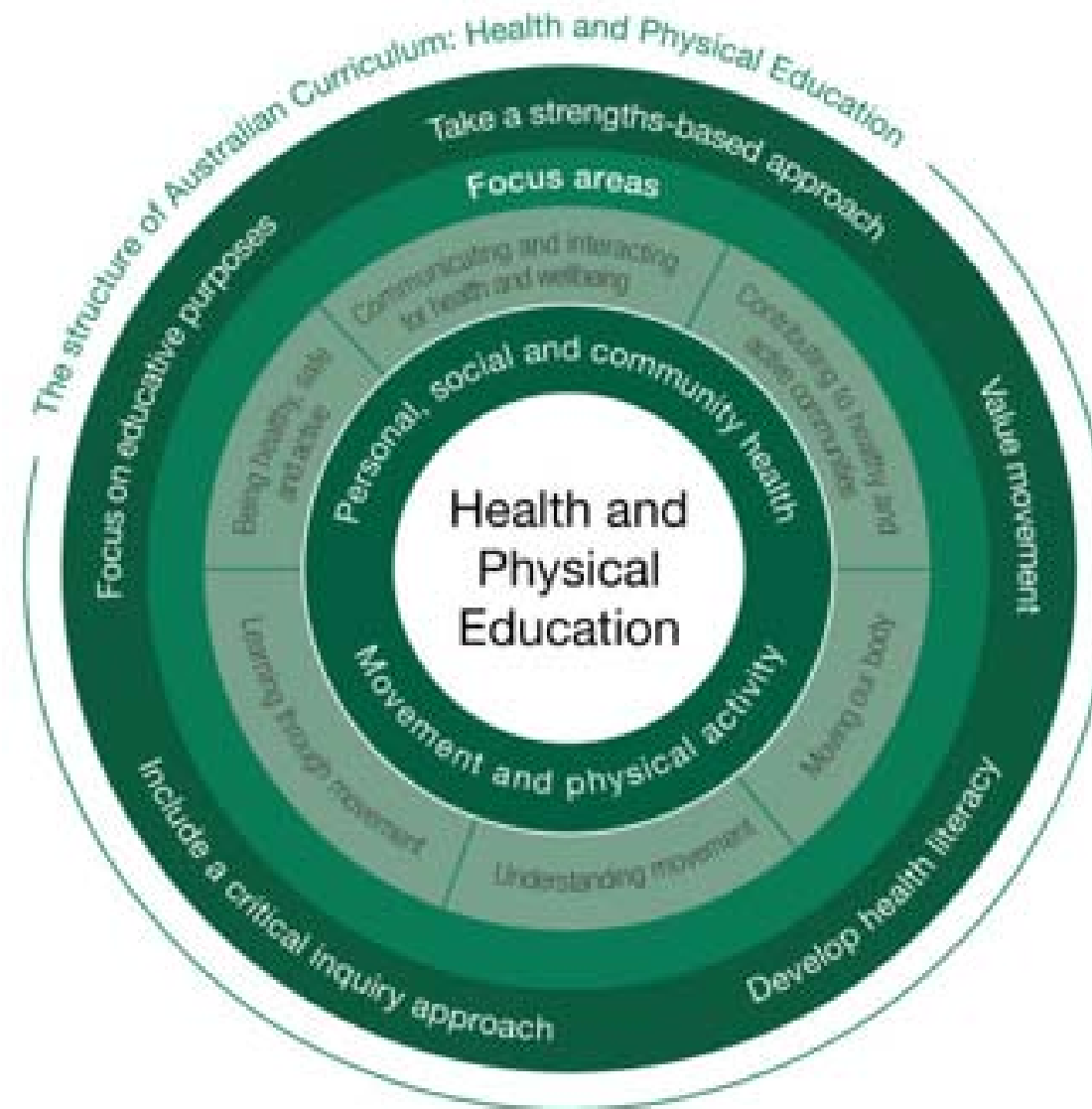|	ARTS – VISUAL ARTS		
Cycle	**Semester 1**		**Semester 2**
2020	**Prep – Year 2** ***Foundation – Year 2*** In Visual Arts, students: • become aware of visual conventions and learn to notice visual detail • explore how and why artworks are created and ways to use and apply visual conventions, such as line, shape, colour and texture • learn how their ideas or subject matter can be developed through different forms, styles, techniques, materials and technologies • learn about how and why artists, craftspeople and designers present their ideas through different visual representations, practices, processes and viewpoints.		
	Years 3 - 6 **Band 3-4, Unit 3** **Patterns in the Playground** In this unit, students explore processes of abstraction and manipulation from realistic sources to develop individual expression through pattern, texture and shape in their local environment. Students will: • explore artworks from Aboriginal and Torres Strait Islander peoples and Asian artists which represent country through symbolic pattern and use this as inspiration to develop their own artworks • experiment with visual conventions (digital capture, frottage, painting, collage) in research and development of a collaborative resolved artwork • represent ideas through the display of artwork and reflect on meaning through participation in art conversations and written reflections • compare artworks and use art terminology to communicate meaning. Unit 3 developed using the Australian Curriculum: Visual Arts Years 3 and 4 Content Descriptions and Achievement Standard. ***Assessment:*** Assessment will gather evidence of the student's ability to: • describe and discuss similarities and differences between artworks they make and present • describe and discuss similarities and differences between artworks they view • discuss how they use visual conventions in artworks • discuss how others use visual conventions in artworks • collaborate to plan and make artworks that are inspired by artworks they experience • use visual conventions, techniques and processes to communicate their ideas. Unit assessment provides evidence of student learning and provides opportunities for teachers to make judgments about whether students have met the Australian Curriculum: Visual Arts Years 3 and 4 Achievement Standard.		**Not taught in semester 2**

ARTS – VISUAL ARTS		
Cycle	**Semester 1**	**Semester 2**
2021	**Prep – Year 2** ***Foundation – Year 2*** In Visual Arts, students: • become aware of visual conventions and learn to notice visual detail • explore how and why artworks are created and ways to use and apply visual conventions, such as line, shape, colour and texture • learn how their ideas or subject matter can be developed through different forms, styles, techniques, materials and technologies • learn about how and why artists, craftspeople and designers present their ideas through different visual representations, practices, processes and viewpoints.	
	Years 3 - 6 **Band 5-6, Unit 3** **Grand Shelter Designs** In this unit, students explore the design process and use it to identify a need and design a product to enhance school engagement/interaction/purpose. Students will: • explore and explain the work of designers who respond to culture, time and place, including Aboriginal and Torres Strait Islander peoples and Asian designers and use this in the development of their own artworks • apply the design process in research and development of a product to meet the needs of the school environment, clients and/or culture using appropriate visual conventions (digital imaging, model making, drawing) to demonstrate vision as a designer • plan the presentation of design process and product with explanation of need and solution to enhance meaning for audience • compare influence of culture, time and place on design products and use art terminology to explain aesthetic and functional adaptation of design. Unit 3 developed using the Australian Curriculum: Visual Arts Years 5 and 6 Content Descriptions and Achievement Standard. ***Assessment:*** Assessment will gather evidence of the student's ability to: • explain how ideas are represented in artworks they view • describe the influences of artworks and practices from different cultures, times and places on their art making • use visual conventions and visual arts practices to express a personal view in their artworks • demonstrate different techniques and processes in planning and making artworks • describe how the display of artworks enhances meaning for an audience. Unit assessment provides evidence of student learning and provides opportunities for teachers to make judgments about whether students have met the Australian Curriculum: Visual Arts Year 5 and 6 Achievement Standard.	**Not taught in semester 2**

Australian Curriculum: Health & Physical Education

The curriculum is organised into two content strands — *Personal, Social and Community Health* and *Movement and Physical Activity*. Each strand contains content descriptions which are organised under three sub-strands.

Cycle	Semester 1	Semester 2
2018	**PREP, Unit 1** **I Can Do It!** Students explore information about what makes them unique and their strengths and achievements. They participate in play. Students: • understand that they are an individual with unique qualities • identify different settings where they can be active • describe actions that help keep them safe • recognise and name emotions people may experience in different situations • understand reasons for varying individual emotional responses in similar situations • practise using strategies to support trying and success when faced with challenges. **Assessment:** **Collection of work** Students complete a series of tasks relating to a single cohesive context. Focused observations of these tasks will be recorded in an observation record and compiled to form a collection of work. Assessment may gather evidence of the students ability to: • identify and describe the different emotions people experience • identify different settings where they can be active and how to move and play safely.	**Year 1, 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. Students describe actions that keep themselves and others healthy in different situations. Students: • understand the meaning of being healthy • recognise situations and opportunities to promote health • understand the relationship between personal actions and being healthy • identify and explain actions related to health messages • recognise situations and opportunities to promote healthy choices • explore actions that help make their classroom a healthy and active place • identify and explore natural and built environments in their local community where physical activity can take place • consider health messages when making health decisions and selecting healthy actions • recognise situations and opportunities to make healthy decisions • understand how to use the decision- making steps to make healthy choices. **Assessment:** **Short answer questions** Students complete a series of tasks relating to a single cohesive context. Focused observations of these tasks will be recorded in an observation record and compiled to form a collection of work. The assessment will gather evidence of the student's ability to: • examine messages related to health decisions and describe actions that help keep themselves and others healthy.

Cycle	Semester 1	Semester 2
2019	**PREP, 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. Students: • explore different ways of communicating emotions including facial, physical and verbal expressions • understand how emotional responses may differ between people and in different situations • understand the personal and social skills that can be used to interact with others • practise working cooperatively and including others in group situations ***Assessment:*** **Interview** Students view stimulus pictures and respond verbally to questions. Assessment may gather evidence of the students ability to: • identify and describe the different emotions people experience.	**Year 2, Unit 2** **Our Culture** Students explore what shapes their own, their family and classroom's identity. They examine similarities and differences in individual and groups and ways to include others to make them feel that they belong. Students explore how different strengths and achievements are recognised and celebrated. Students: • recognise the influences that shape personal, family and classroom identities • examine how different characteristics make people, families and classrooms unique • recognise similarities and differences between individuals and within a group • identify the feelings people experience when included in groups and excluded from groups • recognise that people have different strengths and achievements • recognise ways to show respect towards others' similarities and differences. ***Assessment:*** **Project** Students complete an assignment. They read the personal profiles of individuals from diverse backgrounds and explore their identity to produce a picture book describing themselves and their cultural identity. The assessment will gather evidence of the student's ability to: • recognise how strengths and achievements contribute to identities.

Cycle	Semester 1	Semester 2
2020	**Year 2, 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. Students identify the actions that they can apply to keep themselves and others' healthy and safe in and outside their classroom. Students: • understand what health means • understand what makes the classroom a healthy and safe environment • understand the actions that can be taken to keep themselves and others healthy and safe in and outside the classroom. *Assessment:* **Assignment/Project** Students complete an assignment. They answer a series of questions to describe actions and select strategies to keep themselves and others healthy and safe. The assessment will gather evidence of the student's ability to: • describe actions that help keep themselves and others healthy and safe • select and apply strategies to keep themselves and others healthy and safe.	**Year 1, 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. They examine and demonstrate ways to include others in activities and practise strategies to help them and others feel they belong. Students: • examine strengths and achievements and how they contribute to identity • understand different ways to demonstrate respect • understand how emotional responses influence their own and others' feelings • explore ways to help themselves and others feel they belong • practise strategies to be friendly and include others. *Assessment:* **Collection of work** Students complete a series of tasks relating to a single cohesive context. These tasks will be recorded and compiled to form a collection of work. The assessment will gather evidence of the student's ability to: • recognise how strengths and achievements contribute to identities • recognise how emotional responses impact on other's feelings.

Cycle	Semester 1	Semester 2
2018	**Year 3, 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. Students: • determine the difference between feeling safe and unsafe • establish personal safety guidelines in relation to private parts of the body • develop the concept of children's rights • examine how rules and laws contribute to safety • develop an awareness of the environment by recognising safety clues • understand how emotional responses vary in depth and strength in different situations • investigate strategies to reduce bullying and promote positive interaction • investigate the effects of risk- taking behaviour • develop strategies to reduce and manage situations involving risk. This unit incorporates concepts from the Daniel Morcombe Child Safety Curriculum. ***Assessment***: **Research** Students respond to a stimulus picture to investigate how emotional responses vary and understand how to interact positively with others. They use decision making and problem solving skills to select and demonstrate strategies to help them stay safe. The assessment will gather evidence of the student's ability to: • understand how to interact positively with others • investigate how emotional responses vary • use decision -making and problem -solving skills to select and demonstrate strategies that help them stay safe.	**Year 5, Unit 2** *Healthy Habits* In this unit students explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure. They identify good habits and how they contribute to overall health and wellbeing. Students will: • understand the meaning of preventative health • examine the role that preventative health has in maintaining health and wellbeing. • explore a range of community resources and strategies aimed at supporting health and wellbeing. • investigate healthy habits and strategies that promote and maintain health and wellbeing ***Assessment:*** **Research** Students will complete an informative written response. They will investigate a school procedure and rules related to health and wellbeing and prepare a written response to highlight the importance of these practices as healthy habits. The assessment will gather evidence of the student's ability to: • describe key features of health-related fitness and the significance of physical activity participation to health and wellbeing • access and interpret health information and apply problem-solving skills to enhance their own and others' health, safety and wellbeing.

Cycle	Semester 1	Semester 2
2019	**Year 4, Unit 4** **Netiquette and online protocols** Students examine and interpret health information about cybersafety 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 reflect on young people's use of digital technologies and online communities, and identify local resources to support their safety. Students: • examine the need to balance the time spent using electronic devices and playing outdoors • recognise the health benefits and risks of interacting in online communities • examine how personal information is used and shared online • review websites and interpret health messages about cybersafety • explore how their online behaviours and actions affect their digital footprint • examine different types of communication they use on the internet and how to display good manners towards others. This unit incorporates concepts from the Daniel Morcombe Child Safety Curriculum. *Assessment:* **Collection of work** Students complete a series of tasks relating to a single cohesive context. They interpret health messages related to cybersafety and discuss the influences on safe online choices. They identify resources to support their online safety. The assessment will gather evidence of the student's ability to: • interpret health messages and discuss the influences on healthy and safe choices • describe the connections they have to their community and identify local resources to support their health, safety and physical activity.	**Year 6, 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. Students: • understand how drink choices affect health and wellbeing • examine drink labels and consider drink alternatives • understand how preventative health practices contribute to promoting and maintaining health, safety and wellbeing • apply preventative health strategies to promote and maintain the health, safety and wellbeing of individuals and their communities. *Assessment:* **Supervised assessment** Students describe their own and others' contribution to health and wellbeing. They access and interpret health information, and to apply decision-making skills to enhance their own and others' health and wellbeing. The assessment will gather evidence of the student's ability to: • describe their own and others' contributions to health, and wellbeing • access and interpret health information • apply decision-making skills to enhance their own and others' health and wellbeing.

Cycle	Semester 1	Semester 2
2020	**Year 3, 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. Students: • explore sustainability practices that demonstrate respect for the environment • make connections between sustainability and personal health • investigate sustainable practices in the classroom • explore the similarities between community, classroom and school sustainable practices • discuss how being outdoors supports the different dimensions of health • participate in a range of outdoor activities with other students. *Assessment:* **Research** Students investigate sustainable practices at their school. They make suggestions about extending the practice outside the school setting. The assessment will gather evidence of the student's ability to: • interpret health messages and discuss the influences on healthy and safe choices • describe the connections they have to their community • identify local resources available l to support their health, safety and physical activity.	**Year 5, 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. Students: • explore factors that influence identity • explore the changes in lifestyle and l identity in Australia • recognise how food choices reflect identity in Australia. • explore the factors that influence people's decisions and behaviours • explore how important people in their lives and media can influence food choices • examine how traditional foods and physical activities contribute to celebrations • examine how cultural understanding and wellbeing is promoted through community events. *Assessment:* **Collection of work** Students complete a series of tasks relating to a cultural identity and physical activity supporting community wellbeing and cultural understanding. These tasks will be recorded and compiled to form a collection of work. The assessment will gather evidence of the student's ability to: • explain the influence of people and place on identities • examine how physical activity, celebrating diversity and connecting to the environment supports community wellbeing and cultural understanding.

Health & Physical Education | Personal, Social and Community Health
Years 3 - 6 | 30 hours per year | 0.75 hours per week | 2 Units per year

V.8

Cycle	Semester 1	Semester 2
2021	**Year 4, 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. Students apply decision-making skills to different health scenarios. Students: • identify and interpret health messages • assess the accuracy of health messages from different sources • investigate the methods used to sell products and how they influence people's choices • recognise how health messages in the media can change over time • identify information sources and strategies to use when making decisions about their health. *Assessment:* **Collection of work** Students identify health messages in product advertisements. They apply decision-making skills in relation to a health message for a product. The assessment will gather evidence of the student's ability to: • interpret health messages and discuss the influences on healthy and safe choices • use decision-making skills to select and demonstrate strategies that help them stay safe, healthy and active.	**Year 6, 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. Students: • explore the feelings and emotions associated with new situations and coping with change • discuss the knowledge and skills that help people adapt to new situations • reflect on the way they adapt to change • examine how communication skills support positive relationships • explore the similarities and differences between primary and secondary school • examine how students experience diversity during their transition to secondary school • discuss how diversity has positive influences on individuals and communities. *Assessment:* **Research** Students investigate developmental changes and transitions and the changing nature of personal and cultural identities during the transition to secondary school. They recognise the influence of emotions and discuss factors that influence how people interact in new situations. The assessment will gather evidence of the student's ability to: • investigate developmental changes and transitions • explains the influence of people and places on identities • recognise the influence of emotions and discuss factors that influence how people interact in new situations.

Cycle	Semester 1	Semester 2
2018	**Foundation Year Band Description**	

Foundation Year Band Description

The Foundation Year curriculum provides the basis for developing knowledge, understanding and skills for students to lead healthy, safe and active lives. The content gives students opportunities to learn about their strengths and simple actions they can take to keep themselves and their classmates healthy and safe.

The content explores the people who are important to students and develops students' capacity to initiate and maintain respectful relationships in different contexts, including at school, at home, in the classroom and when participating in physical activities.

The Foundation curriculum provides opportunities for students to learn through movement. The content enables students to develop and practise fundamental movement skills through active play and structured movement activities. This improves competence and confidence in their movement abilities. The content also provides opportunities for students to learn about movement as they participate in physical activity in a range of different settings.

Years 1 and 2 Band Description

The curriculum for Years 1 and 2 builds on the learning from Foundation and supports students to make decisions to enhance their health, safety and participation in physical activity. The content enables students to explore their own sense of self and the factors that contribute to and influence their identities. Students learn about emotions, how to enhance their interactions with others, and the physical and social changes they go through as they grow older.

The content explores health messages and how they relate to health decisions and behaviours, and examines strategies students can use when they need help. The content also provides opportunities for students to learn through movement. It supports them in broadening the range and complexity of fundamental movement skills they are able to perform. They learn how to select, transfer and apply simple movement skills and sequences individually, in groups and in teams.

Students also further develop their knowledge, understanding and skills in relation to movement by exploring simple rule systems and safe use of equipment in a variety of physical activities and games. Through active participation, they investigate the body's response to different types of physical activities. In addition, students develop personal and social skills such as cooperation, decision-making, problem-solving and persistence through movement settings.

Years 3 and 4 Band Description

The Year 3 and 4 curriculum further develops students' knowledge, understanding and skills in relation to their health, wellbeing, safety and participation in physical activity. In these years, students begin to explore personal and social factors that support and contribute to their identities and emotional responses in varying situations. They also develop a further understanding of how their bodies grow and change as they get older.

The content explores knowledge, understanding and skills that supports students to build and maintain respectful relationships, make health-enhancing and safe decisions, and interpret health messages from different sources to take action to enhance their own health and wellbeing.

The curriculum in Years 3 and 4 builds on previous learning in movement to help students develop greater proficiency across the range of fundamental movement skills. Students combine movements to create more complicated movement patterns and sequences. Through participation in a variety of physical activities, students further develop their knowledge about movement and how the body moves. They do this as they explore the features of activities that meet their needs and interests and learn about the benefits of regular physical activity.

The Year 3 and 4 curriculum also gives students opportunities to develop through movement personal and social skills such as leadership, communication, collaboration, problem-solving, persistence and decision-making.

Years 5 and 6 Band Description

The Year 5 and 6 curriculum supports students to develop knowledge, understanding and skills to create opportunities and take action to enhance their own and others' health, wellbeing, safety and physical activity participation. Students develop skills to manage their emotions, understand the physical and social changes that are occurring for them and examine how the nature of their relationships changes over time.

The content provides opportunities for students to contribute to building a positive school environment that supports healthy, safe and active choices for everyone. Students also explore a range of factors and behaviours that can influence health, safety and wellbeing.

Students refine and further develop a wide range of fundamental movement skills in more complex movement patterns and situations. They also apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in games and sport. Students in Years 5 and 6 further develop their understanding about movement as they learn to monitor how their body responds to different types of physical activity. In addition, they continue to learn to apply rules fairly and behave ethically when participating in different physical activities. Students also learn to effectively communicate and problem-solve in teams or groups in movement settings.

Language Other Than English (LOTE – Japanese) | Years 5-6 | 30 hours per year | 0.75 hours per week

Cycle	Semester 1	Semester 2
2018	Students use their existing understanding of language and culture to identify how languagesare inextricably linked to cultures. They develop the skills needed to communicate in thetarget language, and to build their repertoire of process skills and strategies for acquiring andmanipulating the verbal, non-verbal and written features. They expand their understanding of theirown languages, cultures and identities through engagement with and use of the target languagesand cultures. They explore alternative ways of experiencing, acting in and viewing the world andunderstand the importance of bilingualism and multilingualism in contemporary society. Students learning Asian, European and other languages understand and appreciate the diversityexpressed in languages and the influence of language on culture. Students learning Indigenous languages also understand that these languages, and their associatedcreoles and dialects, including Aboriginal Englishes, are important elements of Australia'sIndigenous culture to be acknowledged by the broader community. Students use the essential processes of **Ways of working** to develop and demonstrate their**Knowledge and understanding**. They develop their ability to interpret and construct a small rangeof text types, using modelled and rehearsed language, in order to meet individual and socialcommunication needs in well-known contexts with peers and familiar adults. They reflect on theirlearning and language choices in familiar contexts. Students select and use tools and technologies, including information and communicationtechnologies (ICTs), in purposeful ways. They use ICTs as an integral component of their learning toinquire, create and communicate in the target language. Students demonstrate evidence of their learning over time in relation to the following assessable elements: • knowledge and understanding • comprehending texts • composing texts • intercultural competence • reflecting.	Students use their existing understanding of language and culture to identify how languages are inextricably linked to cultures. They develop the skills needed to communicate in the target language, and to build their repertoire of process skills and strategies for acquiring and manipulating the verbal, non-verbal and written features. They expand their understanding of their own languages, cultures and identities through engagement with and use of the target languages and cultures. They explore alternative ways of experiencing, acting in and viewing the world and understand the importance of bilingualism and multilingualism in contemporary society. Students learning Asian, European and other languages understand and appreciate the diversity expressed in languages and the influence of language on culture. Students learning Indigenous languages also understand that these languages, and their associated creoles and dialects, including Aboriginal Englishes, are important elements of Australia's Indigenous culture to be acknowledged by the broader community. Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They develop their ability to interpret and construct a small range of text types, using modelled and rehearsed language, in order to meet individual and social communication needs in well-known contexts with peers and familiar adults. They reflect on their learning and language choices in familiar contexts. Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They use ICTs as an integral component of their learning to inquire, create and communicate in the target language. Students demonstrate evidence of their learning over time in relation to the following assessable elements: • knowledge and understanding • comprehending texts • composing texts • intercultural competence • reflecting.

Wooroolin State School – Statement of Beliefs

Wooroolin State School believes that assessment is the purposeful, systematic and ongoing collection of information as evidence for use in making judgements about student learning. Feedback from evaluation of assessment data helps to determine strengths and weaknesses in students' understanding and is a valuable aspect of the teaching and learning cycle.

The *Melbourne Declaration on Education Goals for Young Australians* defines three broad purposes for assessment. Wooroolin State School values these purposes.

> ***Assessment FOR learning*** – enabling teachers to use information about student progress to inform their teaching;
>
> ***Assessment AS learning*** – enabling students to reflect on and monitor their own progress to inform their future learning goals; and
>
> ***Assessment OF learning*** – assisting teachers to use evidence of student learning to assess student achievement against goals and standards.

The Wooroolin State School Assessment Framework incorporates all learning areas; identifies the types of assessment to ensure variety and balance; identifies when assessments will be implemented; and identifies processes for achieving consistency of teacher judgements. This Framework should be read in conjunction with the Wooroolin State School Targets, Standards and Benchmarks document for 2011.

Assessment FOR Learning
Assessment is used continuously in the classroom through monitoring and feedback. This information informs future teaching and learning.

Assessment AS Learning
Students are involved in setting and working towards individual learning goals and create these in consultation with the classroom teacher. Parents may also be involved in creating goals and are informed of these. Students, teachers and parents regularly monitor and redfine these goals using feedback to plan the next steps for learning.

Assessment OF Learning
Assessment data is collected regularly and compared against standards for summative purposes. Data is also used to evaluate whether the standards are being achieved at a whole-school level and used as evidence to inform fair and valid judgements for twice-yearly reporting to parents and carers.

Wooroolin State School Assessment Framework 2018

Wooroolin State School – Assessment Framework

The Wooroolin State School Assessment Framework outlines specific and general testing across all KLAs and has been developed through consultation with classroom and specialist teachers. This is aligned with curriculum as well as school, State and National standards. Additional testing in Prep is also specified and collected to inform progress. Teachers maintain data records and track learning growth in a Student Folio. The Folio also contains samples of work and testing papers. This information is then collated on a Master Tracking Sheet compiled by the Principal. Some information is collated on One School including PM Benchmarks and Waddington Reading and Spelling test results. Assessment may be collected at a specific point in time (such as Waddington and NAPLAN) or on a continuous basis (PM benchmarks, anecdotal records).

Diagnostic assessments such as the Waddington tests are used in rotation. Assessment also takes the form of checklists, work samples and criteria sheets. 'A' exemplars are provided in some areas of curriculum assessment. Anecdotal records and interviews are also used as assessment pieces. Peer and self-reflection are also tools used to collect data.

Data is collected in a timely manner as noted in the Assessment Framework and discussed in curriculum meetings once assessment is complete.

Wooroolin State School reports to students, parents and the wider community including the P&C throughout the year. Report cards are issued in the last week of each Semester. Student-led conferences are offered at the beginning of Term 3. Parent/teacher interviews are offered at the end of Semester 2. 3-way interviews after the school NAPLAN pre-tests are conducted before the end of Week 1, Term 1. Parents and teachers may request specific interviews at any time. Specifically, NAPLAN pre and actual test information is shared with the P&C. Assessment is discussed with regard to Wooroolin State School, National and State benchmarks.

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Wooroolin State School Assessment Framework

	Term 1	Wk	Term 2	Wk	Term 3	Wk	Term 4	Wk
ENGLISH							Waddington Reading1/2 *(odd years 1 even years 2)* *Prep – 6*	6
			Literacy Continuum	8			Literacy Continuum	6
	PM Benchmark *Yrs 1-6 and At Risk*	Ongoing	PM Benchmark *Prep - 5 and At Risk*	Ongoing	PM Benchmark *Prep - 5 and At Risk*	Ongoing	PM Benchmark *Prep - 5 and At Risk*	Ongoing
	Letter/Sounds *Yrs 1 and At Risk*	1					Letter/Sounds *Prep - 1 and At Risk*	6
	Sight Words Lists (M200W) *Yrs 1, 2 and At Risk*	1	Sight Words Lists (M200W) *Prep, Yrs 1,2 and At Risk*	8	Sight Words Lists (M200W) *Prep, Yrs 1,2 and At Risk*	8	Sight Words Lists (M200W) *Prep, Yrs 1, 2 and At Risk*	6
							Waddington Spelling 1/2 *(odd years 1 even years 2)* *Prep – 6*	6
							PAT-R Vocabulary *Yrs 3 -6*	6
							PAT-R Comprehension *Prep - 6*	6
	Weekly Spelling Test *Yrs 1-6*	*Weekly*	Weekly Spelling Test *Yrs 1-6*	*Weekly*	Weekly Spelling Test *Yrs 1-6*	Weekly	Weekly Spelling Test *Yrs 1-6*	Weekly
	NAPLAN Pre-Test *Yrs 3-6*	5	NAPLAN – *Yrs 3&5*	4				
	Writing sample	As per C2C	Writing sample	As per C2C	Writing sample	As per C2C	Writing sample	As per C2C
	C2C Unit monitoring tasks and assessment	Ongoing	C2C Unit monitoring tasks and assessment	Ongoing	C2C Unit monitoring tasks and assessment	Ongoing	C2C Unit monitoring tasks and assessment	Ongoing
	Ongoing support and feedback provided							

Wooroolin State School Assessment Framework

	Term 1	Wk	Term 2	Wk	Term 3	Wk	Term 4	Wk
MATHS	Number Facts *Yrs 1-6* C2C Unit monitoring tasks and assessment NAPLAN Pre-Test *Yrs 3-6*	Weekly Ongoing 1	Number Facts *Yrs 1-6* C2C Unit monitoring tasks and assessment NAPLAN *Yrs 3&5*	Weekly Ongoing 4	Number Facts *Yrs 1-6* C2C Unit monitoring tasks and assessment	Weekly Ongoing	Number Facts *Yrs 1-6* C2C Unit monitoring tasks and assessment PAT-Maths *Prep – 6*	Weekly Ongoing 6
SCIENCE	C2C Unit monitoring and assessment tasks	Ongoing	C2C Unit monitoring and assessment tasks	Ongoing	C2C Unit monitoring and assessment tasks	Ongoing	C2C Unit monitoring and assessment tasks	Ongoing
HISTORY	C2C Unit monitoring and assessment tasks	Ongoing	C2C Unit monitoring and assessment tasks	Ongoing	C2C Unit monitoring and assessment tasks	Ongoing	C2C Unit monitoring and assessment tasks	Ongoing
GEOGRAPHY	C2C Unit monitoring and assessment tasks	Ongoing	C2C Unit monitoring and assessment tasks	Ongoing	C2C Unit monitoring and assessment tasks	Ongoing	C2C Unit monitoring and assessment tasks	Ongoing
THE ARTS	C2C Unit monitoring and assessment tasks	Ongoing	C2C Unit monitoring and assessment tasks	Ongoing	C2C Unit monitoring and assessment tasks	Ongoing	C2C Unit monitoring and assessment tasks	Ongoing
TECHNOLOGIES	C2C Unit monitoring and assessment tasks	Ongoing	C2C Unit monitoring and assessment tasks	Ongoing	C2C Unit monitoring and assessment tasks	Ongoing	C2C Unit monitoring and assessment tasks	Ongoing
HPE	C2C Unit monitoring and assessment tasks (Health)	Ongoing	C2C Unit monitoring and assessment tasks (Health)	Ongoing	C2C Unit monitoring and assessment tasks (Health)	Ongoing	C2C Unit monitoring and assessment tasks (Health)	Ongoing
LOTE (Distance Ed)	Unit-based assessment *Yrs 5 & 6*	Ongoing	Unit-based assessment *Yrs 5 & 6*	Ongoing	Unit-based assessment *Yrs 5 & 6*	Ongoing	Unit-based assessment *Yrs 5 & 6*	Ongoing