

		Semester One			Semester Two		
ENGLISH 8 h/w	CURRICULUM KNOWLEDGE	<p><b>Imaginative focus: Recounts and narratives</b></p> <p><b>Texts studied:</b></p> <ul style="list-style-type: none"> <li>Rosie’s Walk</li> <li>Big Rain Coming</li> <li>Blossom Possum</li> </ul> <p>Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts</p> <p>Discuss how authors create characters using language and images</p> <p>Create short imaginative and <del>informative</del> texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams</p> <p>Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features</p>	<p><b>Information and Persuasive focus: Texts have different jobs</b></p> <p><b>Texts studied:</b></p> <ul style="list-style-type: none"> <li>Kookaburras</li> <li>Echidnas</li> </ul> <p>Describe some differences between imaginative, informative and persuasive texts</p> <p>Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace</p> <p>Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning</p>	<p><b>Genre focus: Biography</b></p> <p><b>Texts:</b></p> <p>Marie Curie, Jane Goodall, David Attenborough</p> <p>Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features</p> <p>Describe some differences between imaginative, informative and persuasive texts</p> <p>Create short imaginative and <del>informative</del> texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams</p>	<p><b>Imaginative focus: Cultural stories</b></p> <p><b>Texts studied:</b></p> <ul style="list-style-type: none"> <li>The Four Dragons eBook</li> <li>Tiddalick</li> <li>Why the Sky is far away</li> </ul> <p>Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts</p> <p>Recreate texts imaginatively using drawing, writing, performance and digital forms of communication</p> <p>Innovate on familiar texts by using similar characters, repetitive patterns or vocabulary</p> <p>Make short presentations using some introduced text structures and language, for example opening statements</p> <p>Express preferences for specific texts and authors and listen to the opinions of others</p>	<p><b>Information and Persuasive focus: Places in the world</b></p> <p><b>Texts studied:</b></p> <ul style="list-style-type: none"> <li>Australia, China, Nigeria</li> <li>Ads about Australia, China and Nigeria</li> </ul> <p>Describe some differences between imaginative, informative and persuasive texts</p> <p>Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning</p> <p>Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams</p> <p>Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features</p>	<p><b>Genre focus: Procedures and recipes</b></p> <p><b>Texts studied:</b></p> <ul style="list-style-type: none"> <li>The Lighthouse Keeper’s Lunch</li> <li>A variety of procedural texts (processes and recipes)</li> </ul> <p>Describe some differences between imaginative informative and persuasive texts</p> <p>Recreate texts imaginatively using drawing, writing, performance and digital forms of communication</p> <p>Create short imaginative and <del>informative</del> texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams</p>
	KNOWLEDGE APPLICATION	<p><b>R2L Teaching Cycle: Story</b></p> <ol style="list-style-type: none"> <li><u>Preparing and reading</u> <ul style="list-style-type: none"> <li>Engage and interpret recounts and narratives</li> </ul> </li> <li><u>Detailed Reading</u> <ul style="list-style-type: none"> <li>Recognise and comprehend patterns of literary language</li> <li>Highlight literary language patterns</li> </ul> </li> <li><u>Intensive Strategies</u> <ul style="list-style-type: none"> <li>Intensify the discussion of meanings and wordings</li> <li>Manipulate wordings to create meaningful sentences</li> <li>Practise spelling and writing</li> </ul> </li> <li><u>Rewriting</u> <ul style="list-style-type: none"> <li>Use the same language patterns to write a new setting/ event or character</li> </ul> </li> <li><u>Joint Construction</u> <ul style="list-style-type: none"> <li>Reconstruct stages and phases of model</li> </ul> </li> </ol>	<p><b>R2L Teaching Cycle: Factual and Text Response</b></p> <ol style="list-style-type: none"> <li><u>Preparing and Reading</u> <ul style="list-style-type: none"> <li>Read and interpret different text types</li> </ul> </li> <li><u>Detailed Reading</u> <ul style="list-style-type: none"> <li>Recognise structural and evaluative language patterns using key paragraphs from the model response</li> <li>Highlight key content from the text</li> </ul> </li> <li><u>Intensive Strategies</u> <ul style="list-style-type: none"> <li>Intensify the discussion of meanings and wordings</li> <li>Manipulate wordings to create meaningful sentences</li> <li>Practise spelling and writing</li> </ul> </li> <li><u>Rewriting</u> <ul style="list-style-type: none"> <li>Use language patterns or content to write a new text</li> </ul> </li> <li><u>Joint Construction</u> <ul style="list-style-type: none"> <li>Deconstruct models of reports and advertisements</li> <li>Reconstruct independently</li> </ul> </li> </ol>	<p><b>R2L Teaching Cycle: Biography</b></p> <ol style="list-style-type: none"> <li><u>Preparing and Reading</u> <ul style="list-style-type: none"> <li>Explore field knowledge – famous people</li> </ul> </li> <li><u>Detailed Reading</u> <ul style="list-style-type: none"> <li>Highlight key information from the text and sequences in time</li> </ul> </li> <li><u>Intensive Strategies</u> <ul style="list-style-type: none"> <li>Intensify the discussion of meanings and wordings</li> <li>Manipulate wordings to create meaningful sentences – develop grammar metalanguage</li> <li>Practise spelling and writing/lines</li> </ul> </li> <li><u>Rewriting</u> <ul style="list-style-type: none"> <li>Innovate on poetic patterns</li> </ul> </li> <li><u>Joint Construction</u> <ul style="list-style-type: none"> <li>Performance of poetry</li> </ul> </li> </ol>	<p><b>R2L Teaching Cycle: Story</b></p> <ol style="list-style-type: none"> <li><u>Preparing and reading</u> <ul style="list-style-type: none"> <li>Prepare and read whole story (including visuals)</li> <li>Discuss themes and aesthetics</li> </ul> </li> <li><u>Detailed Reading</u> <ul style="list-style-type: none"> <li>Recognise and comprehend patterns of literary language</li> <li>Highlight literary language patterns</li> </ul> </li> <li><u>Intensive Strategies</u> <ul style="list-style-type: none"> <li>Intensify the discussion of meanings and wordings</li> <li>Manipulate wordings to create meaningful sentences</li> <li>Practise spelling and writing</li> </ul> </li> <li><u>Rewriting</u> <ul style="list-style-type: none"> <li>Use the same language patterns to write a retell of the text stage</li> </ul> </li> <li><u>Joint Construction</u> <ul style="list-style-type: none"> <li>Use well written models of stories</li> <li>Reconstruct stages and phases of retell</li> <li>Performance to an audience</li> </ul> </li> </ol>	<p><b>R2L Teaching Cycle: Factual and Text response</b></p> <ol style="list-style-type: none"> <li><u>Preparing and Reading</u> <ul style="list-style-type: none"> <li>Read and interpret different text types</li> </ul> </li> <li><u>Detailed Reading</u> <ul style="list-style-type: none"> <li>Recognise structural and evaluative language patterns using key paragraphs from the model response</li> <li>Highlight key content from the text</li> </ul> </li> <li><u>Intensive Strategies</u> <ul style="list-style-type: none"> <li>Intensify the discussion of meanings and wordings</li> <li>Manipulate wordings to create meaningful sentences</li> <li>Practise spelling and writing</li> </ul> </li> <li><u>Rewriting</u> <ul style="list-style-type: none"> <li>Use language patterns or content to write a new text</li> </ul> </li> <li><u>Joint Construction</u> <ul style="list-style-type: none"> <li>Deconstruct models of reports and advertisements</li> <li>Reconstruct independently</li> </ul> </li> </ol>	<p><b>R2L Teaching Cycle: Factual (procedure)</b></p> <ol style="list-style-type: none"> <li><u>Preparing and Reading</u> <ul style="list-style-type: none"> <li>Paragraph-by-paragraph reading</li> <li>Highlight and discuss key information</li> <li>Make notes</li> </ul> </li> <li><u>Detailed Reading</u> <ul style="list-style-type: none"> <li>Highlight key information from the text and discuss in depth</li> </ul> </li> <li><u>Intensive Strategies</u> <ul style="list-style-type: none"> <li>Intensify the discussion of meanings and wordings</li> <li>Manipulate wordings to create meaningful sentences</li> <li>Practise spelling and writing</li> </ul> </li> <li><u>Rewriting</u> <ul style="list-style-type: none"> <li>Make notes</li> <li>Write new sentences</li> </ul> </li> <li><u>Joint Construction</u> <ul style="list-style-type: none"> <li>Deconstruct stages and phases of a procedure Use notes from paragraph-by-paragraph reading to organise information</li> <li>Digital presentation</li> </ul> </li> </ol>
	ASSESSMENT	<p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>Written: Retell – 3 stages (narrative structure)</li> <li>Reading comp – Big Rain (structure of story – contribution of image)</li> </ul>	<p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>Written: Report (scientific information)</li> <li>Speaking: Informal/groups – sharing information about animals</li> <li>Multimodal: Advertisement (written and image)</li> </ul>	<p><b>Summative assessment (Sem 2 Report):</b></p> <ul style="list-style-type: none"> <li>Written: Biography – from notes</li> </ul>	<p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>Written: Retell of a studied story</li> <li>Spoken: Presentation to audience</li> </ul>	<p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>Written: Report (scientific information)</li> <li>Multimodal: Advertisement (written and image)</li> <li>Reading Comp – organisation of ideas - audience</li> </ul>	<p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>Written: procedures</li> <li>Spoken: presentation</li> </ul>
	School Moderation	School Moderation	Cluster Moderation	School Moderation	Cluster Moderation	School Moderation	

## Semester One

## Semester Two

ACHIEVEMENT STANDARD

### Achievement standard

In this semester, assessment of student learning aligns to the following components of the Achievement standard.

#### Receptive modes (listening, reading and viewing)

By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events.

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

#### Productive modes (speaking, writing and creating)

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

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

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		Term 1	Term 2	Term 3	Term 4
MATHEMATICS 5h/w	KA	COUNTING GAMES	WHAT SHAPE AM I? GAME SHOW	SAVE YOUR 'POCKET MONEY' TO MAKE A PURCHASE	WHO HAS THE BIGGEST HEAD? LONG, SHORT, LONGER THAN, SHORTER, THE SAME LENGTH, SHORTER THAN?
	CURRICULUM KNOWLEDGE	<p><b>Unit 1</b>  <b>Number and place value</b> - count numbers, represent the ones counting sequence to and from 100 from any starting point, represent and record the twos counting sequence, represent and order 'teen' numbers, show standard partitioning of teen numbers, flexibly partition teen numbers, describe teen numbers referring to the ten and ones, describe growing patterns, represent two-digit numbers, represent and record simple addition and subtraction problems, investigate parts and whole of quantities, investigate subtraction, represent and solve simple addition and subtraction problems, explore commutativity.</p> <p><b>Using units of measurement</b> - 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.</p> <p><b>Data representation and interpretation</b> - ask a suitable question for gathering data, gather, record and represent data.</p> <p><b>Chance</b> - describe the outcomes of familiar events.</p>	<p><b>Unit 2:</b>  <b>Patterns and algebra</b> - investigate and describe repeating and growing patterns, connect counting sequences to growing patterns, represent the tens number sequence, represent and record counting sequences, describing number patterns.</p> <p><b>Number and place value</b> - represent and record counting sequences, partition two-digit numbers, represent and record the tens number sequence, investigate quantities and equality, represent two-digit numbers, standard partitioning of two-digit numbers, model double facts, identify and describe addition and subtraction situations, apply addition strategies, solve subtraction problems, connect addition and subtraction, represent, record and solve simple addition problems.</p> <p><b>Using units of measurement</b> - describe the duration of an hour, explore and tell time to the hour.</p> <p><b>Location and transformation</b> - explore and describe location, investigate and describe position, direction and movement, interpret directions.</p> <p><b>Shape</b> - investigate the features three-dimensional objects and two-dimensional shapes, and describe two-dimensional shapes and three-dimensional objects.</p> <p><b>Fractions and decimals</b> - investigate wholes and halves, partition to make equal parts.</p> <p><b>Money and financial mathematics</b> - explore features of Australian coins.</p>	<p><b>Unit 3:</b>  <b>Number and place value</b> - recall, represent and, count collections, position and locate numbers on linear representations, represent and record two-digit numbers, identify digit values, flexibly partition two-digit numbers, partition numbers into more than two parts, represent, explore doubling and halving, record and solve simple addition and subtraction problems.</p> <p><b>Patterns and algebra</b> - recall the ones, twos and tens counting sequences, identify number patterns, represent the fives number sequence.</p> <p><b>Fractions and decimals</b> - identify one half</p> <p><b>Money and financial mathematics</b> - recognise, describe, and order Australian coins according to their value.</p> <p><b>Using units of measurement</b> - compare and measure lengths using uniform informal units, order objects based on length, explore capacity, measure capacity using uniform informal units, order objects based on capacity, describe duration in time, tell time to the half hour.</p> <p><b>Shape</b> - identify and describe familiar two-dimensional shapes, describe geometric features of three-dimensional objects.</p> <p><b>Location and transformation</b> - give and follow directions, investigate position, direction and movement.</p>	<p><b>Unit 4:</b>  <b>Fractions and decimals</b> - identify a half.</p> <p><b>Number and place value</b> - count collections beyond 100, skip count in ones, twos, fives and tens, identify missing elements, describe patterns created by skip counting, model numbers with a range of materials, use standard and non-standard partitioning of 2-digit numbers, position and locate two-digit numbers on a number line, partition a number into more than two parts, explain how the order of join parts does not affect the total, identify compatible numbers to 10, develop and refine mental strategies for addition and subtraction problems, identify related addition and subtraction facts, subtract a multiple of ten from a two-digit number, identify unknown parts in addition and subtraction, solve addition and subtraction problems.</p> <p><b>Patterns and algebra</b> - investigate growing patterns, connect counting sequences to growing patterns, represent addition and subtraction number patterns.</p> <p><b>Using units of measurement</b> - compare and sequence familiar events in time.</p> <p><b>Data representation and interpretation</b> - ask suitable questions to collect data, organise and represent data.</p> <p><b>Chance</b> - classify events based on chance.</p>
	SKILL DEVELOPMENT	<p><u>Rapid Recall</u></p> <ul style="list-style-type: none"> <li>Days of the week</li> <li>Months of the year</li> <li>Numbers and number words</li> <li>Skip counting – 1's, 2's, 5's</li> </ul> <p><u>Warm-Up</u></p> <ul style="list-style-type: none"> <li>Place value</li> <li>Part-whole – standard partitioning of 1 digit numbers</li> <li>Addition and subtraction</li> <li>Locate numbers on number lines</li> <li>Skip counting – 2's</li> <li>Comparing lengths</li> <li>Identify outcomes of chance events</li> </ul>	<p><u>Rapid Recall</u></p> <ul style="list-style-type: none"> <li>Days of the week</li> <li>Months of the year</li> <li>Numbers and number words</li> <li>Skip counting – 1's, 2's, 5's</li> </ul> <p><u>Warm-Up</u></p> <ul style="list-style-type: none"> <li>Repeating and growing patterns</li> <li>Teen numbers</li> <li>Location and transformation</li> <li>Part-whole – standard and flexible partitioning of 2 digit numbers</li> <li>Fractions - halves and wholes</li> <li>2D and 3D shapes</li> <li>Counting collections, Number relationships</li> <li>Coins – bigger or smaller?</li> </ul>	<p><u>Rapid Recall</u></p> <ul style="list-style-type: none"> <li>Days of the week</li> <li>Months of the year</li> <li>Numbers and number words</li> <li>Skip counting – 1's, 2's, 5's</li> </ul> <p><u>Warm-Up</u></p> <ul style="list-style-type: none"> <li>Number patterns</li> <li>Location and transformation - directions</li> <li>Part-whole – standard and flexible partitioning of 2 digit numbers</li> <li>Fractions - halves and wholes</li> <li>Measurement – lengths and capacity</li> <li>Time duration – longer or shorter?</li> <li>Mental maths strategies</li> </ul>	<p><u>Rapid Recall</u></p> <ul style="list-style-type: none"> <li>Days of the week</li> <li>Months of the year</li> <li>Numbers and number words</li> <li>Skip counting – 1's, 2's, 5's, 10's</li> </ul> <p><u>Warm-Up</u></p> <ul style="list-style-type: none"> <li>Repeating and growing patterns</li> <li>Teen numbers</li> <li>Part-whole – standard and flexible partitioning of 2 digit numbers</li> <li>Part-whole – missing numbers in partitioning</li> <li>Fractions – halves and doubles</li> <li>Fractions - halves and wholes</li> <li>Counting collections, Number relationships</li> <li>Time duration – compare and sequence time events</li> </ul>
	ACHIEVEMENT STANDARD	Students locate numbers on a number line. They carry out simple additions using counting strategies. They partition numbers using place value. Students classify outcomes of simple familiar events.	Students describe three-dimensional objects. They use the language of direction to move from place to place.	Students describe number sequences resulting from skip counting by 2s, 5s and 10s. They recognise Australian coins according to their value. Students explain time durations. Students count to and from 100 and locate numbers on a number line. They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities using informal units. They tell time to the half hour. They use the language of direction to move from place to place.	Students identify representations of one half. Students describe data displays. Students count to and from 100 and locate numbers on a number line. They carry out simple additions and subtractions using counting strategies. They partition numbers using place value. They continue simple patterns involving numbers and objects. Students classify outcomes of simple familiar events. They collect data by asking questions and draw simple data displays.
	ASSESSMENT	<p><b>AT: Will it? Won't it? Might it?</b> Students classify outcomes of familiar events.</p> <p><b>AT: My favourite teen number</b> Students recognise, model, write and order number to 20.</p> <p><b>Data mathematical guided inquiry (optional)</b> Students use simple strategies to reason and solve a data inquiry question.</p>	<p><b>AT: Secret object</b> Students give and follow directions to familiar locations</p> <p><b>AT: Shape shakers</b> Students describe and compare three-dimensional objects based on their obvious geometric features.</p> <p><b>Money mathematical guided inquiry (optional)</b> Students use simple strategies to solve a money inquiry question.</p>	<p><b>AT: Measuring using informal units</b> Students order objects based on length and capacity using informal units.</p> <p><b>AT: Students explain time durations and tell time to the half hour.</b>  <b>AT: A handful of beads</b> - Students describe number sequences resulting from skip counting by twos, fives and tens, count to and from 100 and locate numbers on a number line, and recognise Australian coins according to their value</p> <p><b>AT: Location and direction Mathematical guided inquiries</b> Students use simple strategies to reason and solve inquiry questions.</p>	<p><b>AT: Addition, subtraction and finding halves</b> Students carry out simple addition and subtraction. They identify representations of one half.</p> <p><b>AT: Dipping into data</b> - Students collect data by asking questions, draw and describe data displays and make simple inferences.</p> <p><b>AT: Number mathematical guided inquiry (optional)</b> Students use strategies to reason and solve a number inquiry question.</p> <p><b>AT: Cool calculations</b> - Students carry out simple addition and subtraction.</p>

		Semester 1	Semester 2
STEM	SCIENCE Curriculum Knowledge	<p>Do plants, birds or frogs 'have needs' the way humans do?</p> <p><b>Biological Science</b> - - Students observe how living things, including plants and animals have needs to survive depending on the place they live. They begin to understand that observing is an important part of science and that scientists discuss and record their observations. Students learn that the survival of all living things is reliant on basic needs being met, and there are consequences when needs are not met. They analyse different types of environments and how each provides for the needs of living things. Students consider the impact of human activity and natural events on basic needs. They share ideas about how they can support and protect living things in the school grounds.</p> <p><b>Excursion – Lone Pine – Hatchers and growers</b></p>	<p>How do we make and sense sound?</p> <p><b>Physical Science-</b> Students explore sources of sound to make music. They manipulate materials to observe how sounds are produced, and how changes can be made to sound effects. They examine how sound is useful in everyday life.</p>
	Assessment	<p>Tasks and activities for this unit will cover th following assessment criteria</p> <p>Identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs</p> <p><b>Use and influence of science-</b> describe how people use science in their daily lives, including using patterns to make scientific predictions</p> <p><b>Questioning and predicting-</b> pose questions to explore observed simple patterns and relationships and make predictions based on experiences</p> <p><b>Processing, modelling and analysing-</b> sort and order data and information and represent patterns, including with provided tables and visual or physical models</p> <p><b>Evaluating-</b> compare observations with predictions and others' observations, consider if investigations are fair and identify further questions with guidance</p> <p><b>Communicating-</b> write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary</p>	<p>Tasks and activities for this unit will cover th following assessment criteria</p> <p>Explore different actions to make sounds and how to make a variety of sounds, and recognise that sound energy causes objects to vibrate</p> <p><b>Questioning and predicting-</b> pose questions to explore observed simple patterns and relationships and make predictions based on experiences</p> <p><b>Planning and conducting-</b> suggest and follow safe procedures to investigate questions and test predictions</p> <ul style="list-style-type: none"> <li>- make and record observations, including informal measurements, using digital tools as appropriate</li> </ul> <p><b>Processing, modelling and analyzing-</b> sort and order data and information and represent patterns, including with provided tables and visual or physical models</p> <p><b>Communicating-</b> write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary</p>
		<p><b>Assessment of student learning will be gathered from completing a STEM portfolio.</b></p>	<p><b>Assessment of student learning will be gathered from completing a STEM portfolio.</b></p>
STEM	Technologies	<p><b>Design and Technologies - <u>Grow, grow, grow</u></b></p> <p><b>Food and fibre production and Food specialisations</b></p> <p>Students explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating. They design solutions for a farm to enable successful food and fibre production and make a food product from garden produce. Students apply design skills to a given task.</p>	<p><b>Digital Technologies- <u>Computers -Are they handy helpers?</u></b></p> <p>Students learn and apply Digital Technologies knowledge and skills through guided activities and tasks.</p>
	Assessment	<p>Tasks and activities for this unit will cover the following assessment criteria</p> <p>Identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability</p> <p><b>Food and fibre production; Food specialisations-</b> explore how plants and animals are grown for food, clothing and shelter</p> <ul style="list-style-type: none"> <li>- explore how food can be selected and prepared for healthy eating</li> </ul> <p><b>Generating and designing-</b> generate and communicate design ideas through describing, drawing or modelling, including using digital tools</p> <p><b>Producing and implementing-</b> use materials, components, tools, equipment and techniques to safely make designed solutions</p> <p><b>Collaborating and managing-</b> sequence steps for making designed solutions cooperatively</p>	<p>Tasks and activities for this unit will cover the following assessment criteria</p> <p><b>Data representation-</b> represent data as pictures, symbols, numbers and words</p> <p><b>Investigating and defining-</b> investigate simple problems for known users that can be solved with digital systems</p> <p><b>Generating and designing-</b> follow and describe algorithms involving a sequence of steps, branching (decisions) and iteration (repetition)</p> <p><b>Evaluating-</b> discuss how existing digital systems satisfy identified needs for known users</p> <p><b>Collaborating and managing-</b> use the basic features of common digital tools to create, locate and communicate content</p> <ul style="list-style-type: none"> <li>- use the basic features of common digital tools to share content and collaborate demonstrating agreed behaviours, guided by trusted adults</li> </ul> <p><b>Privacy and security-</b> access their school account with a recorded username and password</p> <ul style="list-style-type: none"> <li>- discuss that some websites and apps store their personal data online</li> </ul>
		<p><b>Assessment of student learning will be gathered from completing a Design and Technologies portfolio.</b></p>	<p><b>Assessment of student learning will be gathered from completing a Digital Technologies portfolio.</b></p>

**HASS AND THE ARTS**

		Term 1	Term 2	Term 3	Term 4
<b>HUMANITIES AND SOCIAL SCIENCES 45</b>	<b>K A</b>	<b>Unit 1: My world is different from the past (B Year)</b> Inquiry questions: How have changes in technology over time affected our lives?		<b>Unit 2: The weather affects how you live (A Year Program)</b> Inquiry questions: What impact does weather and climate have on the way people live?	
	<b>CURRICULUM KNOWLEDGE</b>	In this unit, students: <ul style="list-style-type: none"> <li>• identify and describe important dates and changes in familiar contexts</li> <li>• compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences</li> <li>• respond to questions about the recent past</li> <li>• sequence and describe events of personal significance using terms to describe the passing of time</li> <li>• examine sources, such as images, objects and family stories, that have personal significance</li> <li>• share stories about the past..</li> </ul>		In this unit, students: <ul style="list-style-type: none"> <li>• draw on studies at the personal and local scale, including familiar places, for example, the school, local park and local shops</li> <li>• examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places</li> <li>• represent local places using pictorial maps and describe local places using the language of direction and location</li> <li>• respond to questions to find out about the features of places, the activities that occur in places and the care of places</li> <li>• collect and record geographical data and information, such as observations and interviews to investigate a local place</li> <li>• reflect on learning to respond to questions about how features of places can be cared for.</li> </ul>	
	<b>ACHIEVEMENT STANDARD</b>	By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. They identify and describe the features of places and their location at a local scale and identify changes to the features of places. They recognise that people describe the features of places differently and describe how places can be cared for. Students respond to questions about the recent past and familiar and unfamiliar places by collecting and interpreting information and data from observations and from sources provided. They sequence personal and family events in order and represent the location of different places and their features on labelled maps. They reflect on their learning to suggest ways they can care for places. They share stories about the past, and present observations and findings using everyday terms to denote the passing of time and to describe direction and location.		By the end of Year 1, students identify and describe important dates and changes in their own lives. They explain how some aspects of daily life have changed over recent time while others have remained the same. They identify and describe the features of places and their location at a local scale and identify changes to the features of places. They recognise that people describe the features of places differently and describe how places can be cared for. Students respond to questions about the recent past and familiar and unfamiliar places by collecting and interpreting information and data from observations and from sources provided. They sequence personal and family events in order and represent the location of different places and their features on labelled maps. They reflect on their learning to suggest ways they can care for places. They share stories about the past, and present observations and findings using everyday terms to denote the passing of time and to describe direction and location.	
	<b>ASSESSMENT</b>	<b>Assessment task:</b> Stimulus activity about reading time and sources <i>Research project finding and using sources to work out how technology has changed and affected our classrooms.</i>		<b>Assessment task:</b> Stimulus activities to describe features of places and weather <i>Research project discovering the impact of weather on how we use this place and what we do to care for it</i>	
<b>THE ARTS 1h/w (plus 30 mins Music)</b>	<b>CURRICULUM KNOWLEDGE</b>	<b>Unit 1 – Visual Arts – Elements of Art</b> Exploring more elements of art through inquiry	<b>Unit 2 – Dance/Drama</b> Improvisation and group performance skills	<b>Unit 3 – Media Art: Look again</b> Building skills in digital imagery	<b>Unit 4 – Visual Arts: Up, down and around.</b> Applying elements of art in chosen media
	<b>ACHIEVEMENT STANDARD</b>	<b>Achievement Standards: Year Prep to 2</b> By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented. Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.	<b>Achievement Standards: Year Prep to 2</b> Students describe artworks they make and view and where and why artworks are made and presented. Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.	<b>Dance Achievement Standards: Years Prep to 2</b> By the end of Year 2, students describe the effect of the elements in dance they make, perform and view and where and why people dance. Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice.	<b>Achievement Standards: Years Prep to 2</b> By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made. Students make and share media artworks using story principles, composition, sound and technologies.
	<b>ASSESSMENT</b>	<b>Formative assessment – Teacher observations, checklists, work samples</b> <b>Summative assessment – Displayed art work and review</b>	<b>Formative assessment – Teacher observations and checklists</b> <b>Summative assessment – Performance (group and individual) with annotations</b>	<b>Formative assessment – Teacher observations and checklist</b> <b>Summative assessment – Displayed art work and review</b>	<b>Formative assessment – Teacher observations, work samples</b> <b>Summative assessment – Displayed art work and annotations</b>
	<b>Music</b>	Students communicate about the music they listen to, make and perform and where and why people make music Students improvise, compose, arrange and perform music They demonstrate aural skills by staying in tune and keeping in tune when they sing and play		<b>Music</b> Students communicate about the music they listen to, make and perform and where and why people make music Students improvise, compose, arrange and perform music They demonstrate aural skills by staying in tune and keeping in tune when they sing and play	
	<b>Assessment:</b>	Formative only	Formative only	Formative only	<b>Assessment:</b> Respond to a piece of music. Identify an instrument you can hear. How is the sound produced? Hit, blown, plucked or shaken? What country do you think this music is from and why? What is the tempo? (Fast/moderate/slow) Is there pitch? How can you tell?

**HEALTH AND PE – 1 & 2 Rotation B**

	Term 1	Term 2	Term 3	Term 4
	<p><b>Swimming Unit 1/Play To Learn Games</b></p> <p>Cross Country Carnival Preparation</p>	<p><b>Athletics:</b></p> <p>Athletic Development &amp; Technique</p> <p>Cross Country Carnival Preparations</p>	<p><b>Gross Motor Program</b></p>	<p><b>Swimming Unit 2:</b></p> <p>“Junior Life Saving” (Modified)</p> <p>Swimming Carnival Preparation</p>
	<p>They perform specialised movement skills and sequences in relation to swimming and water activity such as <b>Freestyle, Backstroke, Survival Stroke</b>. They will be able to propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.</p> <p>They perform specialised movement skills and sequences in relation to various play style games such as <b>throwing, catching, dodging, hitting, kicking, running, hopping, galloping &amp; skipping</b>. They will be able to propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.</p>	<p>They perform specialised movement skills and sequences in relation to athletics such as <b>sprinting, long jump (modified), high jump (modified), throwing (modified)</b>. They will be able to propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.</p>	<p>They perform specialised movement skills and sequences in relation to <b>gross motor activities</b> such as <b>throwing, catching, dodging, hitting, tracking &amp; targeting, kicking, running, hopping, galloping &amp; skipping</b> and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.</p>	<p>They perform specialised movement skills and sequences in relation to swimming and water activity such as <b>Freestyle, Backstroke &amp; Survival stroke</b>. They will be able to and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.</p> <p>They perform specialised movement skills and sequences in relation to water safety and water rescue such as <b>throw &amp; reach Rrescue, submersion retrieval, floatation and treading water</b>. They will be able to and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.</p>
	<p><b>Assessment: Observations/Checklists</b></p>	<p><b>Assessment: Observations/Checklists</b></p>	<p><b>Assessment: Observations/Checklists</b></p>	<p><b>Assessment: Observation/Checklists</b></p> <p><b>Practical Scenario: Rescue – Throw &amp; Reach &amp; Basic Survival</b></p> <p><b>Written: Video Analysis</b></p>
	<p><b>U1 - Good friends</b></p> <ul style="list-style-type: none"> <li>Explore the impact of positive social interaction on self-identity.</li> <li>Investigate different types of friendships and examine the qualities we look for in a friend as well as their roles and responsibilities.</li> <li>Learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships.</li> <li>Reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships.</li> <li>Investigate a range of strategies to resolve conflict and increase resilience.</li> <li>Investigate strategies for managing friendships.</li> </ul>	<p><b>U2 - Feeling Safe</b></p> <ul style="list-style-type: none"> <li>Explore risk taking behaviours, their rights and responsibilities and decision making strategies.</li> <li>Explore bullying and strategies to reduce it and identify people who can help them make good decisions and stay safe.</li> <li>Determine the difference between feeling safe and unsafe.</li> <li>Develop an awareness of the environment by recognising safety clues.</li> <li>Investigate strategies to reduce bullying and promote positive interaction.</li> <li>Examine their school culture and determine how they contribute towards a positive school culture.</li> </ul>	<p><b>U3 - Healthy futures</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Explore sustainability practices that demonstrate respect for the environment.</li> <li>Make connections between sustainability and personal health.</li> <li>Investigate sustainable practices in the classroom.</li> <li>Explore the similarities between community, classroom and school sustainable practices.</li> <li>Discuss how being outdoors supports the different dimensions of health.</li> <li>Participate in a range of outdoor activities with other students.</li> </ul>	<p><b>U4 - I am healthy and active</b></p> <ul style="list-style-type: none"> <li>Investigate the concepts of physical activity and sedentary behaviours.</li> <li>Examine the benefits of physical activity and investigate ways to increase physical activity</li> <li>Explore strategies to stay healthy and active</li> <li>Examine the concept of sedentary behaviour and how to reduce inactivity</li> <li>Investigate strategies to increase physical activity levels and improve health and wellbeing</li> <li>Examine how personal identities can be strengthened in challenging situations</li> <li>Participate in games and physical activities to experience health and wellbeing benefits.</li> </ul>
	<p><b>Assessment: Observations/checklists</b></p>	<p><b>Assessment: Observations/checklists</b></p>	<p><b>Assessment: Observations/checklist</b></p>	<p><b>Assessment: Observations/checklists</b></p>