

|              |                       | Semester One  |  |   | Semester Two  |   |   |
|--------------|-----------------------|---|--|---|---|---|---|
| ENGLISH 7h/w | CURRICULUM KNOWLEDGE  | <p><b>Imaginative focus: Stories – Times, Places and Feelings</b></p> <p>Texts: <i>Sumi's first day at school ever, Miss Lily's Fabulous Pink Feather Boa, Kookoo Kookaburra</i></p> <p>Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures</p> <p>Discuss the characters and settings of different texts and explore how language is used to present these features in different ways</p> <p>Create events and characters using different media that develop key events and characters from literary texts</p> <p>Innovate on familiar texts by experimenting with character, setting or plot</p>  | <p><b>Information and Persuasive focus: Class Mascot</b></p> <p>Texts: <i>Animal reports – chosen animals Model argument – Emus vs Echidnas</i></p> <p>Identify the audience of imaginative, informative and persuasive texts</p> <p>Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose</p>  | <p><b>Genre focus: Procedures and instructions</b></p> <p>Texts: various recipes</p> <p>Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose</p> <p>Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions</p> <p>Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately</p> <p>Rehearse and deliver short presentations on familiar and new topics</p>  | <p><b>Imaginative focus: Character reactions and feelings</b></p> <p>Texts: <i>Old Tom series</i></p> <p>Discuss the characters and settings of different texts and explore how language is used to present these features in different ways</p> <p>Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences</p> <p>Innovate on familiar texts by experimenting with character, setting or plot</p> <p>Create events and characters using different media that develop key events and characters from literary texts</p>   | <p><b>Information and Persuasive focus: Comparison and Reasoning</b></p> <p>Texts: <i>Cinderella, The Paperbag Princess, Princess Beatrice and the Rotten Robber</i></p> <p>Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created</p> <p>Identify the audience of imaginative, informative and persuasive texts</p> <p>Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words</p> <p>Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose</p>  | <p><b>Genre focus: Poetry and Group Performance</b></p> <p>Texts: various selected poems</p> <p>Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences</p> <p>Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs</p> <p>Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions</p> <p>Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately</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 stories and retells</li> <li>Prepare and read whole text</li> <li>Discuss themes</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 story stages (inc phases)</li> </ul> </li> <li><u>Joint Construction</u> <ul style="list-style-type: none"> <li>Use well written models of text</li> <li>Reconstruct stages and phases of retell</li> </ul> </li> </ol> | <p><b>R2L Teaching Cycle: Factual/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 literary and visual texts</li> <li>Paragraph-by-paragraph reading</li> <li>Make notes</li> </ul> </li> <li><u>Detailed Reading</u> <ul style="list-style-type: none"> <li>Recognise descriptive and evaluative language patterns from the model responses</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 to write a new texts</li> </ul> </li> <li><u>Joint Construction</u> <ul style="list-style-type: none"> <li>Reconstruct models of report and text response</li> <li>Write well organised reports and arguments</li> </ul> </li> </ol> | <p><b>R2L Teaching Cycle: Factual/ Description</b></p> <ol style="list-style-type: none"> <li><u>Preparing and Reading</u> <ul style="list-style-type: none"> <li>Learn field knowledge – recipes</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>Innovate on noun groups</li> <li>Write new sentences</li> </ul> </li> <li><u>Joint Construction</u> <ul style="list-style-type: none"> <li>Create an original recipe</li> <li>Present orally with props</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 texts</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 new event/ setting/ character</li> </ul> </li> <li><u>Joint Construction</u> <ul style="list-style-type: none"> <li>Reconstruct stages and phases of stories</li> <li>Use well written models of stories</li> </ul> </li> </ol> <p>Publish original story</p> | <p><b>R2L Teaching Cycle: Factual/Text Response</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 text</li> <li>Read and interpret themes and aesthetics in literary and visual texts</li> <li>Discuss and make notes</li> </ul> </li> <li><u>Detailed Reading</u> <ul style="list-style-type: none"> <li>Recognise descriptive and evaluative language patterns using key paragraphs and images from the model response</li> <li>Highlight key content from the text and images</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 to write a new text, focusing on themes and aesthetics</li> </ul> </li> <li><u>Joint Construction</u> <ul style="list-style-type: none"> <li>Describe images and argue for best fit</li> </ul> </li> </ol> | <p><b>R2L Teaching Cycle: Factual (description)</b></p> <ol style="list-style-type: none"> <li><u>Preparing and Reading</u> <ul style="list-style-type: none"> <li>Explore structures, moods and themes</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 highlight poetic effect</li> <li>Practise spelling and writing</li> </ul> </li> <li><u>Rewriting</u> <ul style="list-style-type: none"> <li>Make notes – annotate script for performance</li> </ul> </li> <li><u>Joint Construction</u> <ul style="list-style-type: none"> <li>Reconstruct stages and phases in group performance</li> </ul> </li> </ol> |
|              | ASSESSMENT            | <p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>Reading comprehension – story elements</li> <li>Written - Innovation on the story pattern</li> </ul>   | <p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>Written - scientific report with labelled diagram</li> <li>Written – exposition focused on evaluative words</li> </ul>  | <p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>Spoken multimodal presentation – original recipe</li> </ul>  | <p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>Multi-modal/ Writing task: Write an imaginative narrative based on a familiar character</li> </ul>   | <p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>Reading comprehension</li> <li>Written - report on the plot, appearance and feelings of a character</li> <li>Written – persuasive letter (advice with reasons)</li> </ul>  | <p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>Spoken - Group poetry presentation</li> </ul>  |
|              | School moderation     | Cluster Moderation  | School moderation  | School Moderation   | Cluster moderation  | School moderation   |   |

## Semester One

## Semester Two

ACHIEVEMENT STANDARD

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

By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information. They monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. They use knowledge of a wide variety of letter sound relationships to read words of one or more syllables with fluency. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.

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

When discussing their ideas and experiences, students use everyday language features and topic specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learnt. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. They use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters.

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|                  |                       | TERM 1  | TERM 2   | TERM 3   | TERM 4   |
|------------------|-----------------------|---|--|--|--|
| KA               |                       | COUNTING CAPERS<br>IN THE TOYSHOP WINDOW:<br>PURCHASE   | UNDERSTANDING TIME:<br>SCHEDULE IMPORTANT<br>DATES ON THE CALENDAR   | COMPARE THEM!<br>SECRET NUMBER   | REPRESENTING CHANCE AND<br>DATA<br>WHAT MATHS IS USED TO<br>DECORATE THE CLASSROOM?  |
| MATHEMATICS 5h/w | CURRICULUM KNOWLEDGE  | <p><b>Unit 1</b></p> <p><b>Using units of measurement</b> - 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.</p> <p><b>Number and place value</b> - count collections in groups of ten, represent two-digit numbers, read and write two-digit numbers, connect two-digit number representations, partition two-digit numbers, use the twos, fives and tens counting sequence, investigate twos, fives and tens number sequences, representing addition and subtraction, use part-part-whole relationships to solve problems, connect part-part-whole</p> <p>whole understanding to number facts, recall addition number facts, add strings of single-digit numbers, add 2-digit numbers, represent multiplication and division, solve simple multiplication and division problems.</p> <p><b>Data representation and interpretation</b> - Collect simple data, record data in lists and tables, display data in a picture graph, describe outcomes of data investigations.</p> <p><b>Chance</b> - Identify everyday events that involve chance, describe chance outcomes, describe events as likely, unlikely, certain, impossible.</p> | <p><b>Unit 2</b></p> <p><b>Shape</b> - recognise and name familiar 2D shapes, describe the features of 2D shapes, draw 2D shapes and describe the features of familiar 3D objects.</p> <p><b>Number and place value</b> - represent two-digit numbers, partition two-digit numbers into place value parts, represent addition situations, describe part-part-whole relationships, add and subtract single- and two-digit numbers, solve addition and subtraction problems, represent multiplication, represent division, solve simple grouping and sharing problems.</p> <p><b>Patterns and algebra</b> - identify the 3s counting sequence, describe number patterns, identify missing elements in counting patterns, and solve simple number pattern problems.</p> <p><b>Fractions and decimals</b> - represent halves, quarters and eighths of shapes and collections, describe the connection between halves, quarters and eighths, and solve simple number problems involving halves, quarters and eighths.</p> <p><b>Using units of measurement</b> - identify the number of days in each month, relate months to seasons, tell time to the quarter hour; compare and order area of shapes and surfaces, cover surfaces to represent area, measure area with informal units.</p> <p><b>Location and transformation</b> - 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.</p> <p><b>Money and financial mathematics</b> - describe the features of Australian coins, count coin collections, identify equivalent combinations, identify \$5 and \$10 notes, count small collections of coins and notes.</p> | <p><b>Unit 3</b></p> <p><b>Number and place value</b> - count to and from 1000, represent three-digit numbers, compare and order three-digit numbers, partition three-digit numbers, read and write three-digit numbers, recall addition number facts, identify related addition and subtraction number facts, add and subtract with two-digit numbers, represent multiplication and division, use multiplication to solve problems, count large collections.</p> <p><b>Fractions</b> - divide shapes and collections into halves, quarters and eighths, solve simple fraction problems.</p> <p><b>Using units of measurement</b> - compare and order objects, measure length, area and capacity using informal units, identify purposes for calendars, explore seasons and calendars.</p> <p><b>Location and transformation</b> - describe the effect of single-step transformations, including turns, flips and slides, identify turns, flips and slides in real-world situations.</p> <p><b>Money and financial mathematics</b> - count collections of coins and notes, make and compare money amounts, read and write money amounts.</p> | <p><b>Unit 4</b></p> <p><b>Data representation and interpretation</b> – Use data to answer questions, represent data.</p> <p><b>Chance</b> - explore the language of chance, make predictions based on data displays.</p> <p><b>Shape</b> – draw two-dimensional shapes, draw two-dimensional shapes with straight sides and curved lines, describe two-dimensional shapes, describe three-dimensional objects.</p> <p><b>Number and place value</b> - recall addition and subtraction number facts, identify related addition and subtraction facts, add and subtract with single, 2-digit and 3-digit numbers, use place value to solve addition and subtraction problems, represent multiplication and division, connect multiplication and division.</p> <p><b>Using units of measurement</b> - 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.</p> <p><b>Location and transformation</b> - identify half and quarter turns, represent flips and slides, interpret simple maps.</p> <p><b>Fractions and decimals</b> - identify halves, quarter and eighths of shapes and collections.</p> |
|                  | SKILL DEVELOPMENT     | <ul style="list-style-type: none"> <li>Days of the week</li> <li>Counting 2s, 5s, 10s</li> <li>Months of the year</li> <li>Number facts</li> <li>Operations</li> <li>Number patterns</li> </ul>   | <ul style="list-style-type: none"> <li>2D and 3D shapes</li> <li>Measurement</li> <li>Two-digit numbers</li> <li>Counting in 3s</li> <li>Money</li> <li>Number facts</li> <li>Operations</li> <li>Time Number facts</li> <li>Operations</li> <li>Seasons</li> </ul>  | <ul style="list-style-type: none"> <li>Counting in 5s</li> <li>Fractions – wholes/ halves</li> <li>Counting in 1s, 2s, 10s</li> <li>Measurement</li> <li>Money</li> <li>Seasons</li> <li>Number facts</li> <li>Operations</li> <li>2D shapes</li> <li>Chance</li> </ul>  | <ul style="list-style-type: none"> <li>NAPLAN preparation</li> <li>Chance</li> <li>Addition facts</li> <li>Measurement</li> <li>Data</li> <li>Shape -3D shapes</li> <li>Number facts</li> <li>Operations</li> <li>Fractions ½, ¼, 1/8</li> </ul>   |
|                  | ACHIEVEMENT STANDARDS | Students interpret simple maps of familiar locations. Students make sense of collected information. They perform simple addition and subtraction calculations using a range of strategies. Students collect data from relevant questions to create lists, tables and picture graphs.  | Students associate collections of Australian coins with their value. Students identify the missing element in a number sequence. They interpret simple maps of familiar locations. They perform simple addition and subtraction calculations using a range of strategies. They tell time to the quarter hour.  | By the end of Year 2, they represent multiplication by grouping into sets. Students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They use a calendar to identify the date and the months included in seasons.  | By the end of Year 2, Students recognise the features of three-dimensional objects. They interpret simple maps of familiar locations. They explain the effects of one-step transformations. Students make sense of collected information. They draw two-dimensional shapes. They describe outcomes for everyday events. Students collect data from relevant questions to create lists, tables and picture graphs.  |

|            |                      | TERM 1  | TERM 2   | TERM 3  | TERM 4   |   |
|------------|----------------------|---|--|---|--|---|
| ASSESSMENT | Formative assessment | <ul style="list-style-type: none"> <li>Monitoring tasks- Counting</li> </ul>  | <p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>Identifying and describing patterns</li> <li>Understanding time.</li> </ul>   | <p><b>Formative assessment:</b></p> <ul style="list-style-type: none"> <li>Interpreting simple maps of familiar locations</li> <li>Adding and subtracting numbers</li> <li>Chance and location</li> </ul> <p><b>AT: Additive number patterns and time</b> Students recognise and continue describe additive number patterns. They tell time to the quarter hour.</p> <p><b>AT: Money and additive concepts</b> – Students associate collections of Australian notes and coins with their values. To solve simple addition and subtraction problems using a range of strategies.</p> <p><b>AT: Location mathematical guided inquiry (optional)</b><br/>Students use simple strategies to reason and solve a location inquiry question.</p> | <p><b>Formative assessment</b></p> <ul style="list-style-type: none"> <li>Compare - Order</li> <li>Short answer questions</li> </ul> | <p><b>Summative assessment</b></p> <ul style="list-style-type: none"> <li>Strategies for counting large</li> <li>Short answer questions</li> <li>Money and calendars</li> </ul> <p><b>AT: Count, multiply and divide</b><br/>Students count to and from 1000, represent multiplication by grouping into sets and divide collections and shapes into halves, quarters and eighths.</p> <p><b>AT: Compare them! Order them!</b><br/>Students measure, compare and order several objects using uniform informal units.</p> <p><b>AT: Seasons and calendars -</b><br/>Students use a calendar to identify dates and the months included in seasons.</p> <p><b>AT: Number mathematical guided inquiry (optional)</b><br/>Students use simple strategies to reason and solve a number inquiry question.</p> |
|            | Summative assessment | <p><b>Summative assessment</b></p> <ul style="list-style-type: none"> <li>Describing outcomes of everyday events</li> <li>Adding and subtracting numbers</li> <li>Short answer questions</li> </ul> <p><b>AT: Counting and calculating -</b><br/>Students count to and from 1000 and perform addition and subtraction problems using a range of strategies.</p> <p><b>AT: In the toyshop window -</b><br/>Students collect, represent and describe simple, single-variant data.</p> <p><b>AT: Chance mathematical guided inquiry (optional) -</b><br/>Students use simple strategies to reason and solve a chance inquiry question.</p> | <p><b>Formative assessment</b></p> <ul style="list-style-type: none"> <li>Times, flips and slides</li> <li>Short answer questions</li> <li>Location and transformation</li> </ul> <p><b>AT: Representing data and chance</b><br/>Students describe outcomes for everyday events, collect, organise, represent and make sense of collected data and make simple inferences.</p> <p><b>AT: Shapes, objects and transformations</b><br/>Students draw two-dimensional shapes, recognise the features of three-dimensional objects and explain the effects of one-step transformations.</p> <p><b>AT: Number and location mathematical guided inquiry (optional)</b><br/>Students use strategies to reason and solve a number and location inquiry question.</p> |   |  |   |

|             |  | Semester 1   | Semester 2  |
|-------------|--|--|---|
| <b>STEM</b> | <b>SCIENCE</b><br>Curriculum Knowledge   | Do plants, birds or frogs 'have needs' the way humans do?  | How do we make and sense sound?   |
|             |  | <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><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>   |
|             | <b>Assessment</b>  | <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>   |
|             | <b>Assessment of student learning will be gathered from completing a STEM portfolio.</b> | <b>Assessment of student learning will be gathered from completing a STEM portfolio.</b>   |   |
| <b>STEM</b> | <b>Technologies</b>  | <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>  |
|             | <b>Assessment</b>  | <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> |
|             |  | <b>Assessment of student learning will be gathered from completing a Design and Technologies portfolio.</b>  | <b>Assessment of student learning will be gathered from completing a Digital Technologies portfolio.</b>  |

|                                     |  | Semester 1   |   | Semester 2  |   |
|-------------------------------------|--|--|---|---|---|
| HUMANITIES AND SOCIAL SCIENCES 1h/w | KA   | <b>Unit 1: My world is different from the past (B Year)</b><br>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><br>Inquiry questions: What impact does weather and climate have on the way people live?  |   |
|                                     | CURRICULUM KNOWLEDGE   | 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>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>  |   |
|                                     | ACHIEVEMENT STANDARDS  | By the end of Year 2, students describe a person, site and/or event of significance in the local community and explain why places are important to people. They identify how and why the lives of people have changed over time while others have remained the same. They recognise that the world is divided into geographic divisions and that places can be described at different scales. Students describe how people in different places are connected to each other and identify factors that influence these connections. They recognise that places have different meaning for different people and why the significant features of places should be preserved. Students pose questions about the past and familiar and unfamiliar objects and places. They locate information from observations and from sources provided. They compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions. They sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps. They reflect on their learning to suggest ways to care for places and sites of significance. Students develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time |   | By the end of Year 2, students describe a person, site and/or event of significance in the local community and explain why places are important to people. They identify how and why the lives of people have changed over time while others have remained the same. They recognise that the world is divided into geographic divisions and that places can be described at different scales. Students describe how people in different places are connected to each other and identify factors that influence these connections. They recognise that places have different meaning for different people and why the significant features of places should be preserved. Students pose questions about the past and familiar and unfamiliar objects and places. They locate information from observations and from sources provided. They compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions. They sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps. They reflect on their learning to suggest ways to care for places and sites of significance. Students develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time. |   |
|                                     | ASSESSMENT   | <b>Assessment task:</b><br>Stimulus activity about reading time and sources<br><i>Research project finding and using sources to work out how technology has changed and affected our classrooms</i>  |   | <b>Assessment task:</b><br>Stimulus activities to describe features of places and weather<br><i>Research project discovering the impact of weather and climate on how and why we use this place</i>   |   |
| THE ARTS 1h/w                       | CURRICULUM KNOWLEDGE   | <b>Unit 1 – Visual Arts – Elements of Art</b><br>Exploring more elements of art through inquiry  | <b>Unit 2 – Dance/Drama</b><br>Improvisation and group performance skills   | <b>Unit 3 – Media Art: Look again</b><br>Building skills in digital imagery   | <b>Unit 4 – Visual Arts: Up, down and around.</b><br>Applying elements of art in chosen media   |
|                                     | ACHIEVEMENT STANDARDS  | <b>Achievement Standards: Year Prep to 2</b><br>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><br>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><br>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><br>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.   |
|                                     | ASSESSMENT   | <b>Formative assessment – Teacher observations, checklists, work samples</b><br><b>Summative assessment – Displayed art work and review</b>  | <b>Formative assessment – Teacher observations and checklists</b><br><b>Summative assessment – Performance (group and individual) with annotations</b>  | <b>Formative assessment – Teacher observations and checklist</b><br><b>Summative assessment – Displayed art work and review</b>   | <b>Formative assessment – Teacher observations, work samples</b><br><b>Summative assessment – Displayed art work and annotations</b>  |
|                                     |  | <b>Music</b><br>Perform beat and rhythm on percussion instruments and learn about solfa sounds and hand signs. Discriminate, read and notate between sound and silence and move and perform to beat and changing temp on tunes and un-tunes percussion instruments.  | <b>Music</b><br>Develop understanding of beat and rhythm work, beat/ rhythm on tuned percussion instruments, solfa sounds, handsign accompaniments and written notation. Discriminate, read and notate between sound and silence and move and perform to beat and changing temp on tunes and un-tunes percussion instruments. | <b>Music</b><br>Learn about rhythm on tuned percussion instruments, solfa sounds and hand signs, high/ low sounds, same/ different sounds, Instruments of the Orchestra (string family). Make and respond to music, exploring meaning and interpretation, form and elements and social and cultural context. Make evaluations of music, expressing what they like and dislike and respond to performances of songs and dance activities from the Torres Strait Islands.   | <b>Music</b><br>Create, practise, present, respond and reflect using musical elements learned throughout the year. Make and respond to music, exploring meaning and interpretation, form and elements and social and cultural context. Make evaluations of music, expressing what they like and dislike and respond to performances of songs and dance activities from the Torres Strait Islands. |
|                                     | <b>Assessment:</b> Teacher observations, performing beat & rhythm on percussion instruments, Reading/ writing/ playing rhythms of known songs. | <b>Assessment:</b> Teacher observations – performing beat and rhythm on tuned percussion instruments, Reading/ writing/ playing rhythms of known songs.  | <b>Assessment:</b> Teacher observations – performing beat and rhythm on tuned percussion instruments, Reading/ writing/ playing rhythms and melodies of known songs using solfa hand signs.   | <b>Assessment:</b> Teacher observations – performing created beat and rhythm on tuned percussion instruments, Reading/ writing/ playing rhythms and melodies of known songs.  |   |

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>  |