

		Semester One			Semester Two		
ENGLISH 7h/w	CURRICULUM KNOWLEDGE	<p><b>Narrative focus: Stories and poems (C2C U1)</b>  <b>Scaffolded narrative and performance of a poem</b>  <b>Stories and poems of families and friends</b></p> <ul style="list-style-type: none"> <li>Explore narratives and poems to analyse how stories convey a message about issues that relate to families and friends.</li> <li>Write an imaginative narrative about a character from a book.</li> <li>Identify, describe and explain author's language choices</li> <li>Use the structure of a narrative to prepare a narrative text.</li> <li>Retell a story preparation for Individual retelling of Old Pig</li> <li>Read and listen to a range of poems.</li> <li>Exploring sound effect in poetry</li> </ul>	<p><b>Persuasive focus / Text response (C2C U3)</b>  <b>Create and present a persuasive argument to an audience of peers</b></p> <ul style="list-style-type: none"> <li>Read, view and listen to texts to explore how print, sound and images create representations of characters.</li> <li>Identify literal and inferred representations of characters and explore alternative representations and opinions about characters.</li> </ul>	<p><b>Informative focus: Procedure (C2C U4)</b>  <b>Exploring procedural text</b></p> <ul style="list-style-type: none"> <li>Listen to, read and view a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text.</li> <li>Compare a narrative and procedure on similar topics</li> <li>Analyse the structure and language features of procedures</li> <li>Build awareness of the way grammar structures (statement, question and command)</li> <li>Develop a procedure inspired by characters in a fictional novel and present it to the class</li> </ul>	<p><b>Narrative focus: Story (C2C U6)</b>  <b>Exploring plot and characterisation in stories</b></p> <ul style="list-style-type: none"> <li>Explore a variety of stories, including Dreaming stories, picture books, traditional tales and digital texts</li> <li>Explore how stories use plot and characterisation to entertain and engage an audience</li> <li>Discuss the characters and settings of different texts and explore how language is used to present these features</li> <li>Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose</li> <li>Create a written imaginative event to be added to a familiar narrative, with appropriate images that match text.</li> <li>Present written event to their peers</li> </ul>	<p><b>Persuasive focus: Evaluation</b>  <b>Responding persuasively to narratives</b></p> <ul style="list-style-type: none"> <li>Read, view and listen to a variety of literary texts to explore how representations of characters are used to persuade audiences.</li> <li>Identifying the purpose (imaginative, informative or persuasive) and the intended audience of a text.</li> <li>Build field knowledge of character representation</li> <li>Describe and evaluate visual representation of character</li> <li>Compare how the visual representations of a character are depicted differently in two publications of the same story</li> <li>Write a persuasive response giving reasons for a particular preference</li> </ul>	<p><b>Informative focus: Description (C2C U5)</b>  <b>Exploring informative texts</b></p> <ul style="list-style-type: none"> <li>Read, view and listen to a range of stories</li> <li>Identify language features and text structures in Information report</li> <li>Identify language features and text structures in narrative text</li> <li>Understand the distinguishing differences between information report and narrative.</li> <li>Create an informative text about an event in a literary text</li> </ul>
	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 a story stage (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>Deconstruct stages and phases of retell</li> </ul> </li> </ol>	<p><b>R2L Teaching Cycle: 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 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 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>Deconstruct models of a character representation</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 – characters</li> <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>Use notes from paragraph-by-paragraph reading to organise information</li> <li>Deconstruct stages and phases of book report</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</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 a new event/ setting/ character</li> </ul> </li> <li><u>Joint Construction</u> <ul style="list-style-type: none"> <li>Deconstruct stages and phases of stories</li> <li>Use well written models of stories</li> </ul> </li> </ol>	<p><b>R2L Teaching Cycle: 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 evaluative language patterns using key paragraphs from the model response</li> <li>Highlight evaluative 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 language patterns to write a new text</li> </ul> </li> <li><u>Joint Construction</u> <ul style="list-style-type: none"> <li>Deconstruct models of text response</li> <li>Write well organised text response</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>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>Write new sentences</li> </ul> </li> <li><u>Joint Construction</u> <ul style="list-style-type: none"> <li>Deconstruct stages and phases of a description</li> <li>Use notes from paragraph-by-paragraph reading to organise information</li> </ul> </li> </ol>
	SKILL DEVELOPMENT	<ul style="list-style-type: none"> <li>Alphabetical order</li> <li>Grammar and punctuation - noun and verb groups, basic sentence boundaries</li> <li>Vocabulary – text specific</li> <li>Spelling – weekly lists</li> <li>Spelling – context of text</li> <li>Literal, inferential and interpretative comprehension</li> <li>Sight words (M200-300W)</li> <li>Text structure - retell</li> </ul>	<ul style="list-style-type: none"> <li>Alphabetical order</li> <li>Punctuation</li> <li>Vocabulary – text specific (tier 1, 2, 3)</li> <li>Grammar and punctuation – statement, question, command</li> <li>Spelling – weekly lists</li> <li>Spelling – context of text</li> <li>Literal, inferential and interpretative comprehension</li> <li>Sight words (M200-300W)</li> <li>Story plot and characterisation</li> <li>Text structure – procedural texts</li> </ul>	<ul style="list-style-type: none"> <li>Alphabetical order</li> <li>Punctuation</li> <li>Vocabulary – text specific (tier 1, 2, 3)</li> <li>Grammar and punctuation – statement, question, command</li> <li>Spelling – weekly lists</li> <li>Spelling – context of text</li> <li>Literal, inferential and interpretative comprehension</li> <li>Sight words (M200-300W)</li> <li>Story plot and characterisation</li> <li>Text structure – procedural texts</li> </ul>	<ul style="list-style-type: none"> <li>Alphabetical order</li> <li>Punctuation</li> <li>Character representation - Noun and verb groups; visual images</li> <li>Spelling – weekly lists</li> <li>Spelling – context of text</li> <li>Literal, inferential and interpretative comprehension</li> <li>NAPLAN spelling words</li> <li>NAPLAN vocabulary</li> <li>NAPLAN comprehension</li> <li>Text structure – information reports</li> </ul>	<ul style="list-style-type: none"> <li>Alphabetical order</li> <li>Punctuation</li> <li>Character representation - Noun and verb groups; visual images</li> <li>Spelling – weekly lists</li> <li>Spelling – context of text</li> <li>Literal, inferential and interpretative comprehension</li> <li>NAPLAN spelling words</li> <li>NAPLAN vocabulary</li> <li>NAPLAN comprehension</li> <li>Text structure – information reports</li> </ul>	<ul style="list-style-type: none"> <li>Alphabetical order</li> <li>Punctuation</li> <li>Character representation - Noun and verb groups; visual images</li> <li>Spelling – weekly lists</li> <li>Spelling – context of text</li> <li>Literal, inferential and interpretative comprehension</li> <li>NAPLAN spelling words</li> <li>NAPLAN vocabulary</li> <li>NAPLAN comprehension</li> <li>Text structure – information reports</li> </ul>
	ASSESSMENT	<p><b>Formative and summative assessment:</b></p> <ul style="list-style-type: none"> <li>Listening comprehension (response to an oral reading of a story)</li> <li>Writing an imaginative retell (imaginative retell about a character from a familiar picture book)</li> <li>Oral presentation a poem (focus on performance)</li> </ul>	<p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>Written and spoken presentation:</li> <li>Knowledge of the representations involved in the studied texts</li> <li>Assessment task — Persuasive – Is Emily a real Princess? Yes or No</li> <li>Performance of character in new role.</li> </ul>	<p><b>Formative and summative assessment:</b></p> <ul style="list-style-type: none"> <li>Written procedure (drawn from notes from a narrative)</li> <li>Reading Comprehension: A comparison of the two genres – procedural and recount</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>Formative and summative assessment:</b></p> <ul style="list-style-type: none"> <li>Reading Comprehension test (<i>running record completed separately</i>)</li> <li>Evaluation of two illustrations of characters to choose one best suited to a particular text</li> </ul>	<p><b>Formative assessment</b></p> <p>Reading Comprehension:</p> <ul style="list-style-type: none"> <li>comparing narrative and information texts</li> </ul> <p>Alternative task</p> <ul style="list-style-type: none"> <li>Edit a rough draft information report to make it more purposeful</li> </ul>
	Year level moderation	Cluster Moderation	Year level moderation	Cluster Moderation	Year level moderation		

## Semester One

## Semester Two

ACHIEVEMENT STANDARD

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

Students use everyday language features and topic-specific vocabulary. Students create texts, drawing on their imagination and information they have learned. 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.

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

Students understand how similar texts share characteristics by identifying language features used to describe characters. 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.

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

They explain their preferences for aspects of texts using other texts as comparisons. Students create texts, drawing on their own experiences, and information they have learnt. 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.

### 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 identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content.

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

When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. 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.

### 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. 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. They listen for particular purposes.

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

Students use everyday language features and topic-specific vocabulary. 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 accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. They use punctuation accurately.

### 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. 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. They listen for particular purposes.

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

By the end of Year 2, students understand text structures and language features used to communicate factual information. They identify literal meaning, main ideas and supporting detail.

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

Students use everyday language features and topic-specific vocabulary. They create texts that show how images support the meaning of the text. Students create texts, drawing on information they have learnt.

		TERM 1	TERM 2	TERM 3	TERM 4
KA		COUNTING CAPERS IN THE TOYSHOP WINDOW: PURCHASE	UNDERSTANDING TIME: SCHEDULE IMPORTANT DATES ON THE CALENDAR	COMPARE THEM! SECRET NUMBER	REPRESENTING CHANCE AND DATA WHAT MATHS IS USED TO 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 relationships to solve problems, connect part-part-whole relationships to solve problems, connect part-part-whole relationships to solve 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> 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> 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> Students measure, compare and order several objects using uniform informal units.</p> <p><b>AT: Seasons and calendars -</b> Students use a calendar to identify dates and the months included in seasons.</p> <p><b>AT: Number mathematical guided inquiry (optional)</b> 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> 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> Students collect, represent and describe simple, single-variant data.</p> <p><b>AT: Chance mathematical guided inquiry (optional) -</b> 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> 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> 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> Students use strategies to reason and solve a number and location inquiry question.</p>			

		Term 1	Term 2	Term 3	Term 4
STEM 1.5h/w	KA	Mix, make and use (C2C Unit 1)	Toy factory (C2C Unit 2)	Good to grow (C2C unit 3)	Save planet Earth (C2C Unit 4)
	CURRICULUM KNOWLEDGE	Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students understand that science involves asking questions about, and describing changes to, familiar objects and materials. They describe changes made to materials when combining them to make an object that has a purpose in everyday life. Students pose questions, make predictions and follow instructions to record observations in a guided investigation. They represent and communicate their observations using scientific language.	Students understand how a push or pull affects how an object moves or changes shape. They understand that science involves asking questions about and describing changes in the way an object moves or can be moved and how this knowledge is used in their daily lives. They pose questions and make predictions about changes that can affect how an object moves, and investigate and explain how pushes and pulls cause movement in objects, comparing their observations with predictions. They use informal measurements to make and compare observations about movement and sort information about the way toys move. They then apply this science knowledge in explaining how pushes and pulls can be used to change the movement of a toy or object they create.  This unit will work from the Design and Technology unit (C2C Unit 1). <i>Assessment of student learning will be gathered from completing STEM project work.</i>	Students examine how living things, including plants and animals, change as they grow. They ask questions about, investigate and compare the changes that occur to different living things during their life stages. Students consider how Aboriginal peoples and Torres Strait Islander peoples living a traditional lifestyle use the knowledge of life stages of animals and plants in their everyday lives. They conduct investigations including exploring the growth and life stages of a class animal and plant. Students respond to questions, make predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas.  <i>Assessment of student learning will be gathered from completing STEM project work.</i>	Students investigate Earth's resources. They describe how Earth's resources are used and the importance of conserving resources for the future of all living things. They use informal measurements to record observations from experiments.  Students use their science knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources, and decisions they can make in their everyday lives. Students share their ideas about conservation of Earth's resources in a presentation. Students learn how Aboriginal and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.
	ACHIEVEMNET STANDARDS	By the end of Year 2, students describe changes to objects, materials and living things. They <b>identify that certain materials</b> and resources have <b>different uses</b> and describe examples of where science is used in people's daily lives. Students <b>pose and respond to questions</b> about their experiences and <b>predict outcomes</b> of investigations. They use informal measurements to make and compare observations. They record and <b>represent observations and communicate ideas in a variety of ways.</b>	By the end of Year 2, students <b>describe changes to objects</b> , materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives. Students pose and respond to questions about their experiences and <b>predict outcomes of investigations. They use informal measurements to make and compare observations. They record and represent observations and communicate ideas in a variety of ways.</b>	By the end of Year 2, students <b>describe changes</b> to objects, materials and <b>living things</b> . They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives. Students pose and respond to questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. <b>They record and represent observations and communicate ideas in a variety of ways.</b>	By the end of Year 2, students describe changes to objects, materials and living things. They <b>identify that certain materials and resources have different uses</b> and describe examples of where science is used <b>in people's daily lives.</b> Students pose and respond to questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. <b>They record and represent observations and communicate ideas in a variety of ways.</b>
	ASSESSMENT	<b>Assessment: Combining materials for a purpose</b> <i>Experimental investigation</i> Students investigate the combination of materials used to make an object for a particular purpose. They record and represent observations and communicate ideas.	<b>Assessment: Designing a toy</b> <i>Experimental investigation</i> Students design a toy that moves with a push or pull.	<b>Assessment: : Exploring growth</b> <i>Supervised assessment</i> Students describe and represent the changes to a living thing in its life stages. They compare the life stages of two different living things.	<b>Assessment: Earth's resource: My water story</b> Report Students identify how water is used and sort uses according to importance (homework task and graph).
	Technologies		<b>Engineering principles and systems</b> <b>Spin it! (C2C unit 1)</b> In this unit, students will explore how technologies use forces to create movement in products. They will design and make a spinning toy for a small child that is fun and easy to use. Suggestions for alternate projects are also described. Students will apply processes and production skills, in: investigating spinning toys from around the world, and analysing how they are made and how they work generating and developing design ideas, and communicating these using simple drawings producing a functional product that appeals to the client evaluating their design and production processes collaborating and managing by working with others and by sequencing the steps for the project.	<b>Digital technology-</b> <b>Computers – Handy helpers – (C2C unit 1)</b> In this unit students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They will: recognise and explore how digital and information systems are used for particular purposes in daily life collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps and hiding unnecessary information, when solving simple problems work independently and with others to create and organise ideas and information, and share these with known people in safe online environments.	
		<b>Assessment: Portfolio</b> Students design and make a spinning toy for a small child.	<b>Assessment: Computers – Handy helpers</b> Assessment of student learning will be gathered in an online sharing space from three tasks. Students will: <ul style="list-style-type: none"> <li>identify how common digital systems (hardware and software) are used to meet specific purposes</li> <li>use digital systems to represent simple patterns in data in different ways</li> <li>collect familiar data and display them to convey meaning</li> <li>design solutions to simple problems using a sequence of steps and decisions</li> <li>create and organise ideas and information using information systems and share information in a safe online environment.</li> </ul>		

		Semester 1		Semester 2		
HUMANITIES AND SOCIAL SCIENCES 1h/w	KA	<b>UNIT 1: PRESENT CONNECTIONS TO PLACES</b> <i>HOW ARE PEOPLE CONNECTED TO THEIR PLACE AND OTHER PLACES?</i>		<b>UNIT 2: IMPACTS OF TECHNOLOGY OVER TIME</b> <i>HOW HAVE CHANGES IN TECHNOLOGY SHAPED OUR DAILY LIFE?</i>		
	CURRICULUM KNOWLEDGE	In this unit, students: draw on representations of the world as geographical divisions and the location of Australia recognise 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 identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or region-of-the-world scale understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world, and that these connections are influenced by purpose, distance and accessibility represent connections between places by constructing maps and using symbols examine geographical information and data to identify ways people, including Aboriginal and Torres Strait Islander people, are connected to places and factors that influence those connections respond with ideas about why significant places should be preserved and how people can act to preserve them.		In this unit, students: investigate continuity and change in technology used in the home, for example, in toys or household products compare and contrast features of objects from the past and present sequence key developments in the use of a particular object in daily life over time pose questions about objects from the past and present describe ways technology has impacted on peoples' lives making them different from those of previous generations use information gathered for an investigation to develop a narrative about the past.		
	ACHIEVEMENT STANDARDS	By the end of Year 2, students describe a site of significance in the local community and explain why places are important to people. 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. Pose questions about familiar and unfamiliar places. They locate information from observations and from sources provided. They present and interpret information and data to identify a point of view and draw simple conclusions. They 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 communicate findings in a range of texts using language to describe direction, location.		By the end of Year 2, They identify how and why the lives of people have changed over time while others have remained the same.. Students pose questions about the past and familiar and unfamiliar objects.. They locate information from observations and from sources provided. They compare objects from the past and present and interpret information to draw simple conclusions. They sequence familiar objects and events in order Students develop narratives about the past describe the passing of time.		
	ASSESSMENT	<b>Assessment task:</b> <b>Present connections to places</b>		<b>Assessment task:</b> <b>Impacts of technology over time</b>		
THE ARTS 1h/w	CURRICULUM KNOWLEDGE	<b>U1 – Visual Arts – Up Down And Around (C2C v8 U2)</b> In this unit, students explore methods of abstraction and imaginative processes to communicate experiences, observations and personal connection to places. Students will: explore the visual language of expressive landscape depiction in artworks by a range of artists, including Aboriginal and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks experiment with visual conventions (printmaking, mixed media, collage, drawing) to create expressive observational artworks about places display artworks and share ideas about emotive visual language choices they made in their artworks describe and interpret artists' personal connection to place.	<b>U2 – Media Arts – Look Again (C2C v8 U1)</b> In this unit, students explore manipulation and representation of self. Students will: explore self-portrait representations which change reality and the ability of technology to manipulate and present new realities experiment with manipulation of still or moving images to present alternate character representations (costume and props; special effects or video effects) present manipulated images in digital or print form to share understanding of generational relationships describe and discuss what is real and not real in digitally manipulated images in the work of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples	<b>Unit 3 - Visual Arts - Multicultural Festival</b> Make and respond to art displays by exploring photographs and pictures from cultural stories Present art displays that communicates ideas about cultural stories to an audience of peers, family and friends Respond to own and others' art work and consider where and why people make art displays.	<b>U4 - Drama – Stories Come to Life (C2C v8 U5)</b> In this unit, students will make and respond to drama by exploring ways that texts and stories can be enacted using voice and movement. Students will: explore role and dramatic action in texts and stories through dramatic play, improvisation and process drama use voice, facial expression, movement and space to imagine and establish role and situation in drama based on stories present drama that communicates ideas, including stories from their community, to an audience respond to drama and consider where and why people make drama.	<b>U5 - Dance - Action Stories (C2C v8 U5)</b> In this unit, students make and respond to dance by exploring action stories as stimulus. Students will: explore, improvise and organise ideas about action stories to make dance sequences using the elements of dance (space, time, dynamics, relationships) use fundamental movement skills to develop technical skills when practising action story dance sequences present dance sequences that communicate ideas about action stories to an audience respond to dances, considering where and why people dance, starting with dances from Australia including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples
	ACHIEVEMENT STANDARDS	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.	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.	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.	By the end of Year 2, students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama. Students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.	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.
	ASSESSMENT	<b>Formative assessment – Teacher observations, checklists</b> <b>Summative assessment - Displayed art work</b>	<b>Formative assessment – Teacher observations, checklists</b> <b>Summative assessment - Individual future media portrait presentation</b>	<b>Formative assessment - Work samples, teacher observations, checklists</b> <b>Summative assessment – Displayed art work</b>	<b>Formative assessment – Teacher observations and checklists</b> <b>Summative assessment – Performances (group and ind)</b>	<b>Assessment: Work sample, focused analysis.</b>
		<b>Music</b> 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> 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> 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> 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.		

		Term 1	Term 2	Term 3	Term 4
HEALTH AND PHYSICAL EDUCATION 2h/w	CURRICULUM KNOWLEDGE	<p><b>U1 - School based learn to swim &amp; water safety program (C2C U1) Level 2</b>                      Develop and perform aquatic skills in a sequence that incorporates the elements of movement.                      Can prone float from the side (push and glide) for 4 metres or for 5 seconds.                      Can open the eyes under water and retrieve an object off the bottom in water 90 cm deep.                      Can grasp a stick or weighted rope offered by a rescuer and be pulled to the edge.</p>	<p><b>U2 - Little athletes</b>                      Students develop the fundamental movement skills of running, hopping, and jumping through active participation in activities, games and movement challenges.                      Students:                      explore movement and examine the rules and procedures required for successful participation in physical activity                      develop and perform the fundamental movement skills of running, jumping, and hopping and apply them in simple activities, races and games                      apply the fundamental movement skills of running, jumping, hopping to solve movement challenges  <b>Games for infant carnival</b>                      Students develop locomotor and object control skills. They experiment with using different equipment and parts of their body. They propose a range of alternatives and test their effectiveness when solving movement challenges.                      Students:                      Discuss the body's reactions to participating in physical activities                      Perform fundamental movement skills                      Participate in games</p>	<p><b>U3 – Whats your target? (C2C U4)</b>                      In this unit students perform and refine fundamental movement skills (instep pass, punt kick, rugby pass, hand strike, batting off a T, catching large and small balls) and use them to solve movement challenges. They apply strategies for working cooperatively and apply rules fairly.                      Examine positive ways to interact with other students                      Apply object control skills to solve movement challenges and games                      Perform object control skills in sequence whilst demonstrating understanding of under, over through and between people and equipment                      Investigate rules required to participate fairly in physical activities.                      Apply rules in simple games.</p>	<p><b>U4 - School based learn to swim and water safety program Level 2</b>                      Develop and perform aquatic skills in a sequence that incorporates the elements of movement.                      Can prone float from the side (push and glide) for 4 metres or for 5 seconds.                      Can open the eyes under water and retrieve an object off the bottom in water 90 cm deep.                      Can grasp a stick or weighted rope offered by a rescuer and be pulled to the edge.                      Can Freestyle kick correctly without a board and with the head down, blowing bubbles and eyes open for 6 metres.                      Can, using a floating aid, float on his/her back for 30 seconds &amp; return to the edge without touching the bottom.                      Will, while still holding the edge in water over head height, lower himself under the water &amp; move along the edge.</p>
	ACHIEVEMENT STANDARDS	Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.	Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.	Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.	Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.
	ASSESSMENT	<p><b>Assessment:</b>                      Observations/checklists</p>	<p><b>Assessment:</b>                      Observations/checklists</p>	<p><b>Assessment:</b>                      Observations/checklist</p>	<p><b>Assessment:</b>                      Observations/checklists</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:</b> Observations/checklists</p>	<p><b>Assessment:</b> Observations/checklists</p>	<p><b>Assessment:</b> Observations/checklist</p>	<p><b>Assessment:</b> Observations/checklists</p>
Excursion		Investigating Toys at Queensland Museum	Incursion- Bugs Ed		