

		SEMESTER ONE		SEMESTER TWO		
ENGLISH	CURRICULUM KNOWLEDGE	<p><b>Informative focus: Character Preference Exploring Characters.</b></p> <ul style="list-style-type: none"> <li>Read, view and listen to a range of stories.</li> <li>Explore how characters are represented.</li> <li>Identify character qualities</li> <li>Compare how similar characters are depicted in different versions of a story.</li> <li>Explain a preference for a character</li> </ul>	<p><b>Imaginative Focus: Poems Reading, writing and performing Poetry</b></p> <ul style="list-style-type: none"> <li>Students read and listen to a range of poems.</li> <li>Students create a poetry innovation</li> <li>Students present their innovation to their peers</li> </ul>	<p><b>Informative focus: Procedure Exploring Procedural Texts</b></p> <ul style="list-style-type: none"> <li>Students listen to, read and view a range of literary imaginative texts.</li> <li>Students identify and analyse the text structure of a procedure.</li> <li>Students create, rehearse and present a procedure in front of their peers.</li> </ul>	<p><b>Informative Focus: Description Exploring Informative</b></p> <ul style="list-style-type: none"> <li>Students read, view and listen to a range of informative texts</li> <li>Students examine the features of an informative text.</li> <li>Students create an informative text with a supporting image.</li> </ul>	<p><b>Narrative Focus: Story Exploring Plot and Characterisation in Stories</b></p> <ul style="list-style-type: none"> <li>Students explore a variety of stories in picture books and to explore how stories use plot and characterisation</li> <li>Understand the purpose of narrative texts and how they engage an audience</li> <li>Create an imaginative event to be added to a familiar narrative</li> </ul>
		5 weeks	6 weeks	4 weeks	4 weeks	8 weeks
	TEXTS	<ul style="list-style-type: none"> <li>Cinderella</li> <li>Cinders Rox</li> <li>Three Little Pigs</li> <li>The True Story of the Three Little Pigs</li> <li>Goldilocks and the Three Bears</li> <li>A Letter from Mr Wolf</li> </ul>	<ul style="list-style-type: none"> <li>Doodledum Dancing</li> <li>Jack and Jill</li> <li>5 Cheeky Monkeys</li> <li>Taipan in my Frypan</li> <li>Hey Diddle Diddle</li> <li>Dinosaur Swamp Stomp</li> </ul>	<ul style="list-style-type: none"> <li>George's Marvellous Medicine</li> <li>Collecting Colour</li> </ul>	<ul style="list-style-type: none"> <li>Northern Blossom Bats</li> <li>Home</li> <li>Make way for Ducklings</li> <li>Stellaluna</li> <li>Fox and Feathers</li> </ul>	<ul style="list-style-type: none"> <li>Piggybook</li> <li>Toy Boat</li> <li>Little cat and the big red bus</li> <li>Spirit of hope</li> <li>Zen shorts</li> <li>A Big Brother's Job</li> </ul>
ASSESSMENT	<p><b>Summative Assessment 1</b> Students write a comparison of Cinderella from the two versions of a story explaining their preference.</p> <p><b>Summative Assessment 2</b> Running record and Reading comprehension questions</p>	<p><b>Summative Assessment 1</b> Students create and present an innovation of a known poem to a familiar audience.</p>	<p><b>Summative Assessment 1</b> Students create a procedure for George to make something for his Grandmother.</p> <p>Students publish the procedure as a multimodal poster and present the procedure to an audience of peers</p>	<p><b>Summative Assessment 1</b> Students create an informative text with a supporting image.</p>	<p><b>Summative Assessment 1</b> To write an imaginative event to add to a familiar narrative and support the event with appropriate images that match the text.</p> <p><b>Summative Assessment 2</b> Students read aloud and respond to comprehension questions with oral responses focusing on literal and inferred meaning.</p>	

		SEMESTER ONE		SEMESTER TWO			
		CURRICULUM KNOWLEDGE	ASSESSMENT	CURRICULUM KNOWLEDGE	ASSESSMENT		
MATHEMATICS	CURRICULUM KNOWLEDGE	<p><b>Number &amp; Place Value</b></p> <ul style="list-style-type: none"> <li>Recognise, model, represent and order numbers to at least 100.</li> <li>Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens, then moving to other sequences.</li> <li>Group, partition (standard) and rearrange collections up to 100 in hundreds, tens and ones to facilitate more efficient counting.</li> <li>Explore the connection between addition and subtraction</li> <li>fact families.</li> <li>Solve simple addition and subtraction problems using a range of efficient mental and written strategies.</li> </ul> <p><b>Patterns and Algebra</b></p> <ul style="list-style-type: none"> <li>Describe patterns with numbers and identify missing elements.</li> </ul> <p><b>Units of Measurement</b></p> <ul style="list-style-type: none"> <li>Name and order months and seasons</li> <li>Use a calendar to identify the date and determine the number of days in each month.</li> <li>Compare and order several shapes and objects based on length, area, capacity, mass using appropriate uniform informal units.</li> </ul>		<p><b>Number &amp; Place Value</b></p> <ul style="list-style-type: none"> <li>Recognise, model, represent and order numbers to at least 500.</li> <li>Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens, then moving to other sequences.</li> <li>Group, partition (standard and flexible) and rearrange collections up to 500 in hundreds, tens and ones to facilitate more efficient counting</li> <li>Explore the connection between addition and subtraction.</li> <li>Solve single digit and simple two-digit and three-digit addition and subtraction problems using a range of efficient mental and written strategies.</li> </ul> <p><b>Fractions &amp; Decimals</b></p> <ul style="list-style-type: none"> <li>Recognise and interpret common uses of halves, quarters and eighths of shapes.</li> </ul> <p><b>2D &amp; 3D Shapes</b></p> <ul style="list-style-type: none"> <li>Describe and draw two-dimensional shapes, with and without digital technologies.</li> <li>Describe the features of three-dimensional shapes/objects.</li> </ul>		<p><b>Number &amp; Place Value</b></p> <ul style="list-style-type: none"> <li>Recognise, model, represent and order numbers to at least 1000.</li> <li>Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens, then moving to other sequences.</li> <li>Group, partition (standard and flexible) and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting.</li> <li>Solve single, two-digit and simple three-digit addition and subtraction (number and literacy based) problems using a range of efficient mental and written strategies.</li> <li>Recognise and represent multiplication as repeated addition, groups and arrays.</li> <li>Recognise and represent division as grouping into equal sets and solve simple problems using these representations.</li> </ul> <p><b>Units of Measurement</b></p> <ul style="list-style-type: none"> <li>Tell time to the quarter-hour, using the language of 'past' and 'to'</li> <li>Compare and order several shapes and objects based on volume using appropriate uniform informal units.</li> </ul> <p><b>Location &amp; Transformation</b></p> <ul style="list-style-type: none"> <li>Investigate the effect of one-step slides and flips with and without digital technologies</li> <li>Identify and describe half and quarter turns.</li> <li>Interpret simple maps of familiar locations and identify the relative positions of key features.</li> </ul>	
	ASSESSMENT	<p><b>Summative Assessment 1:</b> Number and place value – Students solve simple addition and subtraction problems using a range of strategies. Students describe number patterns</p> <p><b>Summative Assessment 2:</b> Ordering shapes and objects using informal units – Students measure, compare and order several objects using uniform informal units.</p> <p><b>Summative Assessment 3:</b> Using a calendar to identify dates and the months included in seasons – Students use a calendar to identify dates and the months included in seasons.</p>	<p><b>Summative Assessment 1:</b> Number and place value – Students solve simple addition and subtraction problems using a range of strategies. Students describe number patterns</p> <p><b>Summative Assessment 2:</b> Fractions and Decimals – Students divide collections and shapes into halves, quarter and eighths and solve simple problems</p> <p><b>Summative Assessment 3:</b> Recognising two-dimensional shapes and recognise the features of three-dimensional objects – Students draw two-dimensional shapes and recognise the features of three-dimensional objects.</p>	<p><b>Summative Assessment 1:</b> Counting, multiplying and dividing – Students count, model and represent numbers to and from 1 000 and represent multiplication and division by grouping into sets</p> <p><b>Summative Assessment 2:</b> Telling time to the quarter hour – Student tell time to the quarter hour.</p> <p><b>Summative Assessment 3:</b> Location and transformation – Students explain the effects of one-step transformations. Students use simple strategies to reason and solve a location inquiry question.</p>	<p><b>Summative Assessment 1:</b> Recognising the value or money – Students associate collections of Australian notes and coins with their values.</p> <p><b>Summative Assessment 2:</b> Representing data and chance – Students describe outcomes for everyday events, collect, organise, represent and make sense of collected data, and make simple inferences.</p>		

		SEMESTER ONE	SEMESTER TWO
		DIGITAL TECHNOLOGIES	DESIGN AND TECHNOLOGIES
TECHNOLOGIES	CURRICULUM KNOWLEDGE		<p><i>Engineering principles and systems</i></p> <p>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.</p> <p>Students will apply processes and production skills, in:</p> <ul style="list-style-type: none"> <li>• investigating spinning toys from around the world, and analysing how they are made and how they work</li> <li>• generating and developing design ideas, and communicating these using simple drawings</li> <li>• producing a functional product that appeals to the client</li> <li>• evaluating their design and production processes</li> <li>• collaborating and managing by working with others and by sequencing the steps for the project.</li> </ul>
	ASSESSMENT		<p><b>Summative assessment</b></p> <p>Students design and make a spinning toy for a small child that is fun and easy to use.</p>

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		SCIENCE	CURRICULUM KNOWLEDGE	<p><b>Floats on Water</b></p> <p>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.</p>	<p><b>Save planet Earth</b></p> <p>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.</p>
ASSESSMENT	<p><b>Summative assessment</b></p> <p><i>Combining materials for a purpose</i> – Students investigate the combination of materials used to make an object for a particular purpose. They record and represent observations and communicate ideas.</p>		<p><b>Summative assessment</b></p> <p><i>Using Earth's resources</i> – Students identify different uses of one of Earth's resources and describe ways to conserve it. They use informal measurements to make observations.</p>	<p><b>Summative assessment</b></p> <p><i>Exploring growth</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.</p>	<p><b>Summative assessment</b></p> <p><i>Designing a toy</i> - Students design a toy that will move with a push or pull, and describe a change to the toy and how it affects the toy's movement. To pose an investigation question and make a prediction about the toy's movement. To represent and communicate observations and ideas.</p>

		SEMESTER ONE	SEMESTER TWO
HASS	CURRICULUM KNOWLEDGE	<p><b>Impacts of technology over time</b></p> <p><i>Inquiry questions:</i></p> <ul style="list-style-type: none"> <li>• How have changes in technology shaped our daily life?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• investigate continuity and change in technology used in the home, for example, in toys or household products</li> <li>• compare and contrast features of objects from the past and present</li> <li>• sequence key developments in the use of a particular object in daily life over time</li> <li>• pose questions about objects from the past and present</li> <li>• 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.</li> </ul>	<p><b>Present connections to places</b></p> <p><i>Inquiry questions:</i></p> <ul style="list-style-type: none"> <li>• How are people connected to their place and other places?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• draw on representations of the world as geographical divisions and the location of Australia</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• represent connections between places by constructing maps and using symbols</li> <li>• 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</li> <li>• respond with ideas about why significant places should be preserved and how people can act to preserve them.</li> </ul>
	ASSESSMENT	<p><b>Summative Assessment</b></p> <p>Students conduct an inquiry to answer the following inquiry question: How and why have changes in road transport affected the lives of people over time?</p>	<p><b>Summative Assessment</b></p> <p>Students explore the location and significant features of places and consider how people are connected to these and why they should be preserved.</p>

		SEMESTER ONE		SEMESTER TWO	
		Drama	Media Arts	Dance	Visual Art
THE ARTS	CURRICULUM KNOWLEDGE	Students implement the elements of drama through the retelling of traditional stories using puppets.	Students will use the application Keynote to create an information eBook about an imaginary creature.	Cultural Dance Students revise the elements of dance and understand how they are used in different cultural dances. Students will learn and perform different cultural dances	Students will create art works using line, colour, value and shape created with different materials in the style of various artists.
	ASSESSMENT	Students will perform a retell of a traditional story using puppets. Conditions: In class time. Evidence: Video evidence for performance to be taken. Written response/plan for task.	Students will create an eBook information text about an imaginary creature Conditions: 4 weeks of making and editing, 2 weeks for reflection	Students will perform the choreographed dances. Conditions: In class time. Evidence: Video Portfolio evidence for each strand will be taken.	Student created artwork portfolio Conditions: In class, feedback through conferencing

		SEMESTER ONE		SEMESTER TWO	
HEALTH	CURRICULUM KNOWLEDGE	<p><b>My classroom is healthy, safe and fun</b></p> <p>Students investigate the concept of what health is and the foods and activities that make them healthy. They explore opportunities in the classroom environment where healthy and safe practices can be implemented. Students identify the actions that they can apply to keep themselves and others healthy and safe in their classroom</p>	<p><b>Our culture</b></p> <p>Students explore what shapes their own, their family and classroom's identity. They will examine strengths and achievements in individual and groups and ways to include others to make them feel they belong. Students will explore the importance of celebrating who they are and respecting each other's differences.</p>	<p><b>Stay safe</b></p> <p>Students explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and identify the emotions they feel in response to safe and unsafe situations. Students consider different aspects of sun safety and how they can promote their health, safety and wellbeing.</p>	<p><b>Message Targets</b></p> <p>Students examine the purpose of advertising and the techniques used to engage children. They explore health messages seen in advertising and how they can be used to make good decisions about their own and others' health and wellbeing.</p>
	ASSESSMENT	<p>Students describe how to keep themselves and others healthy and safe within a classroom setting and select a health or safety strategy for an outside setting.</p>	<p>Students recognise how strengths and achievements contribute to identities</p>	<p>Students describe changes as they grow older. Students identify emotional responses impact on others' feelings and select and apply strategies to keep themselves safe and ask for help with tasks or problems.</p>	<p>Students examine the messages on breakfast cereal boxes to allow them to make good choices about their health. Students examine health messages and describe how to keep themselves and others healthy and physically active.</p>
		SEMESTER ONE		SEMESTER TWO	
PHYSICAL EDUCATION	CURRICULUM KNOWLEDGE	<p>In this context, students develop and perform static balances, locomotion skills, rotations, springs and landings. They also perform these gymnastic skills as a continuous movement sequence that incorporates the elements of under, over and through the air. Students:</p> <ul style="list-style-type: none"> <li>follow rules and safe practices required in the gymnastics setting</li> <li>develop static balances, locomotion skills, rotations</li> <li>springs and landings.</li> <li>refine the gymnastic skills sequences by incorporating elements of movement.</li> </ul>	<p>Students demonstrate fundamental movement skills during activities using scooter boards. Students:</p> <ul style="list-style-type: none"> <li>develop scooter board safety rules and practices</li> <li>develop movement skills to manoeuvre a scooter board in different situations</li> <li>apply scooter board skills in collaborative games</li> <li>develop personal and social skills required to interact positively with others in collaborative games</li> <li>apply and refine scooter board skills in scooter board challenge</li> <li>apply personal and social skills required to interact positively with others in partner challenges.</li> </ul>	<p>Students perform long rope skipping sequences to rhymes. They identify how their body responds to physical activity. Students:</p> <ul style="list-style-type: none"> <li>develop and refine skipping skills and sequences</li> <li>investigate the heart's reaction to physical activity.</li> </ul>	<p>Students perform the refined fundamental movement skills (instep pass, punt kick and one hand strike) and use them to solve movement challenges. They apply strategies for working cooperatively and apply rules fairly. Students:</p> <ul style="list-style-type: none"> <li>develop the fundamental movement skills of instep passing, punt kicking and one hand striking</li> <li>apply and adjust fundamental movement skills to test and trial solutions to movement challenges.</li> </ul>
	ASSESSMENT	<p><b>Practical</b></p> <p>Physical performances are based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where children complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work and judgments relating to the quality of performance are made iteratively and recorded on observation records. Assessment may gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>perform fundamental movement skills to send, control and receive balls.</li> <li>test alternatives to solve movement challenges.</li> </ul>	<p><b>Practical</b></p> <p>Physical performances are based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where children complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made and recorded on observation records. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>identify how the body reacts to different physical activities</li> <li>demonstrate fundamental movement skills in different movement situations</li> <li>test alternatives to solve movement challenges.</li> </ul>	<p><b>Practical</b></p> <p>Physical performances are based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where children complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made and recorded on observation records. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>demonstrate positive ways to interact with others</li> <li>demonstrate fundamental movement skills in different movement situations</li> <li>test alternatives to solve movement challenges.</li> </ul>	<p><b>Practical</b></p> <p>Physical performances are based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where children complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made and recorded on observation records. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>perform movement sequences that incorporate the elements of movement.</li> </ul>