Pialba State School

Whole-school curriculum, assessment and reporting plan: P-7

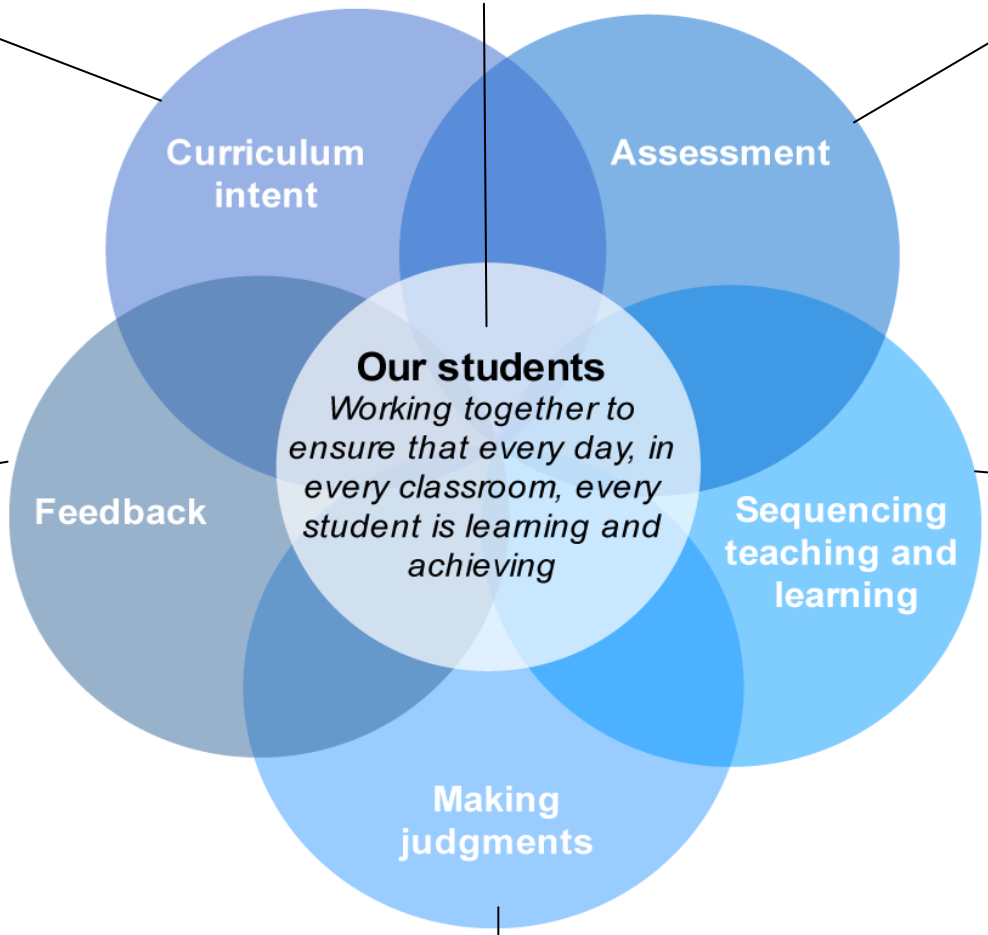
Teaching and Learning Framework:

Dimensions of Teaching and Learning

1) At the beginning of the year, teachers are provided with class data. They are guided through an analysis process to identify areas of need. Continual assessment is conducted throughout the year.

2) The Curriculum Intent is detailed in both the Year Level Overview and Unit Plans.

3) Pialba Assessment Overview details the minimum assessment expectations for all year levels.



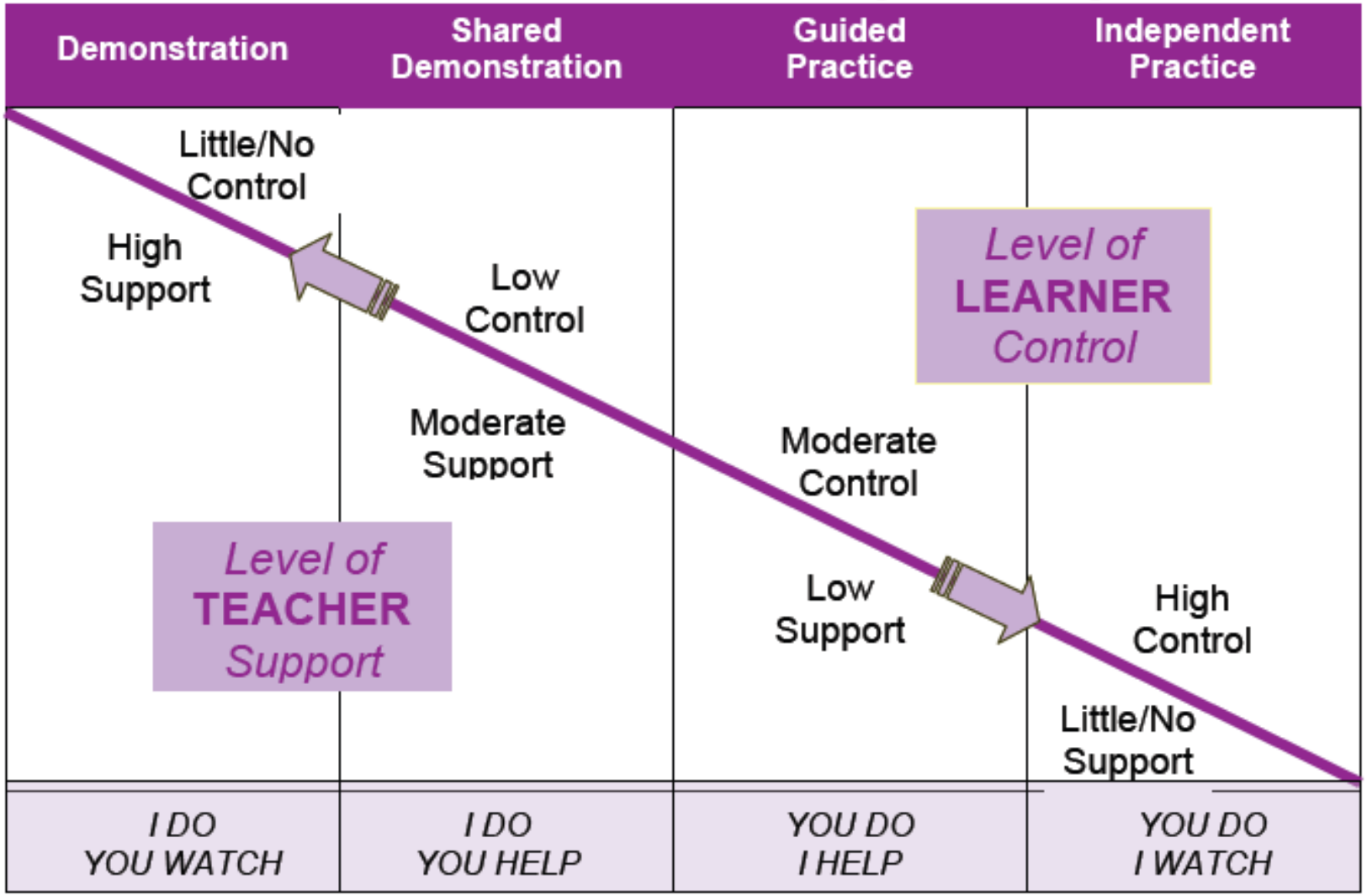
6) Feedback sessions are integrated into all class timetables.

4) Teaching and learning experiences are planned in conjunction with class differentiation overviews.

5) Whole School Moderation is conducted on a termly basis.

The Optimal Learning Model

The Gradual Release of Responsibility



Teaching and learning term overview: P - 7

English

		Unit 1	Unit 2	Unit 3	Unit 4
English	Prep	**Exploring our new world** Students listen to and read texts to explore predictable text structures and common visual patterns represented in a range of literary and non-literary texts including fiction, non-fiction books and everyday texts. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — focused teaching and learning, play, real life situations, investigations and routines and transitions.	**Enjoying and retelling stories** Students will listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain through retelling events. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — focused teaching and learning, play, real life situations, investigations and routines and transitions. Students will sequence events from a range of texts and select a favourite story to retell to a small group of classmates. Students will prepare for their spoken retelling by drawing events in sequence and writing simple sentences.	**Interacting with others** Students listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge, a range of language features, and to identify common visual patterns.	**Responding to texts** Students have multiple opportunities to explore a range of texts, including the oral narrative traditions of Aboriginal peoples and Torres Strait Islander peoples; contemporary literature of these two cultural groups; and classic and contemporary world literature, including texts from and about Asia. Students explore text structure and organisation by examining and responding to literature and creating a short imaginative text which includes illustrations.

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
English	Y1	**Exploring emotion in picture books** Students listen to, read, view and interpret written picture books including stories from Aboriginal and Torres Strait Islander cultures. They identify emotive content and justify their interpretations of the stories.	**Explaining how a story works** Students listen to, read and view picture books and stories from their own and other cultures to analyse and explain a familiar story.	**Exploring characters in stories** Students listen to, read, view and interpret spoken, written and multimodal literary texts to identify some features of characters in these texts and to create written character descriptions.	**Engaging with poetry** Students listen to, read and view a variety of poems to explore sound and rhythm. Students recite a poem to the class and reflect on their recitation.	**Examining language of communication — questioning** Students listen to, read, view and interpret texts with animal characters to explore how they reflect human qualities. Students present an interview in pairs asking open and closed questions of an animal character.	**Retelling stories from other cultures** Students listen to, read, view and interpret picture books and stories, including a wide selection from different cultures, to retell a favourite story in writing to an audience of peers.	**Creating digital procedural texts** Students listen to, read, view and interpret written and digital procedural texts to explore predictable text structures and images in information texts. Students create a multimodal written and visual presentation of a procedure.	**Creating digital texts** Students listen to, read, view and interpret a range of narrative texts to create digital innovation on a favourite story. Students present a spoken persuasive justification about the choices for their innovation.

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
English	Y2	**Reading, writing and performing poetry** Students read and listen to a range of poems about a topic to create an imaginative reconstruction of a poem or rhyme using images to support the meaning of the text. Students present their poem or rhyme to a familiar audience.	**Retelling stories of families and friends** Students explore texts to analyse how stories convey a message about issues that relate to families and friends. Students present a biography about a character from a book.	**Identifying stereotypes** Students read, view and listen to a variety of texts to explore how depictions of characters in print, sound and images create stereotypes. Students identify stereotypical characters in texts and create an imaginative alternative character description to present to an audience of peers.	**Unit 4: Responding persuasively to narratives** Students read, view and listen to a variety of literary texts to explore how stereotypes are used to persuade audiences. Students create a persuasive response. They compare how the representations of a character are depicted differently in two publications of the same story and give reasons for a particular preference.	**Exploring procedural texts** Students read, view and listen to a variety of everyday procedural texts and familiar stories that involve a procedure (e.g. fairy tales, traditional stories and contemporary stories). Students develop multimodal instructions for a familiar procedure and present this in role (e.g. how to build a straw house — *The Three Little Pigs)*.	**Exploring informative texts** Students read, view and listen to a range of informative texts and familiar stories to create a newspaper report about an event in a literary text.	**Exploring narrative texts** Students read, view and listen to a range of stories from other cultures. They create a written recount of an event in the life of a person or character from one of the stories studied.	**Exploring plot and characterisation in stories** Students explore a variety of stories including dreaming stories, picture books, traditional tales and digital text to explore how stories use plot and characterisation to entertain and engage an audience. Students recreate a segment from a story in cartoon form.

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
English	Y3	**Analysing and creating a persuasive text** Students read, view and analyse digital, written and spoken persuasive texts to write a persuasive article for an online class magazine.	**Investigating character and characterisation** Students listen to, view, read and explore short narratives, simple chapter books or digital stories to explore the use of descriptive language in the construction of character. Students deliver a short spoken presentation about a character, expressing a point of view about a behaviour or action made by the character.	**Exploring personal experiences through events** Students read and listen to written and spoken literary and informative texts to identify the way authors portray experiences of an event. Students use comprehension strategies to build literal and inferred meaning and make interpretations about a literary text. Students write a persuasive letter to persuade the school principal that an event should be celebrated at school.	**Exploring procedure** Students listen to, read, view and analyse informative, literary and digital texts about caring for animals to plan and create a written procedure which includes related multimodal elements.	**Reading and responding to different versions of a story** Students listen to, view, read and compare a range of stories, with a focus on different versions of the same story. They create a spoken retell of a story they select from another perspective.	**Creating online narratives** Students listen to, read and view a range of narratives presented as simple chapter books, including digital texts. They demonstrate understanding through written responses, focusing on language used to describe and shape setting and events of a chosen narrative. Students create a multimodal online narrative innovating on a narrative studied in class by revising the ending.	**Reading, writing and performing poetry** Students listen to, read and view a range of poetry from and about Australia's past to create and perform a written poem that includes the use of imagery.	**Reading, writing and responding to people's stories from the past** Students listen to, read and view informative and imaginative texts, including online texts, set in the past about people and their experiences. They retell in role the experiences of a character or person from a selected text.

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
English	Y4	**Examining humour in poetry** Students identify and analyse the literary devices of humour used in poetry by different authors. Students create a humorous poem and present it to a familiar audience in an informal context.	**Investigating author's language in a familiar narrative** Students read a narrative and create a new chapter for that narrative to present to their peers.	**Exploring recounts of texts set in the past** Students listen to and read a variety of historical texts to write a literary recount set in the past from a different perspective.	**Retelling an Aboriginal peoples' and/or Torres Strait Islander peoples' story** Students listen to, read and view stories about and from Aboriginal and Torres Strait Islander histories and cultures. They demonstrate understanding by responding in writing to comprehension questions focusing on language features, themes and messages in stories. Students present an informative oral about a selected story.	**Exploring quest novels** Students listen to and read quest novels by different authors including print and digital texts. They demonstrate understanding of a chosen novel through a written reading journal and give spoken justifications of their opinions and ideas to their peers.	**Creating stories set in the past** Students listen to, read and view stories from and about people in Australia's past, including those from other cultures, and contemporary stories about people in Australia. They demonstrate understanding of past and contemporary stories through written responses focusing on character development, use of dialogue and language features. They use their knowledge to create a written digital narrative highlighting a character's development.	**Investigating persuasion** Students listen to, read and view a range of non-fiction and multimodal persuasive product advertisements from different times. They demonstrate understanding of text through written and spoken responses, focusing on techniques and language features used to persuade viewer. They justify opinions to peers during panel discussion.	**Persuading others** Students listen to, read and view a range of commercial packaging and related advertisements. Students demonstrate understanding through written responses to reading comprehension focusing on persuasive techniques used in commercial packaging. Students design and promote a commercial package for a known type of product.
		Unit 1	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**
English	Y5	**Examining literary texts (fantasy novel)** Students listen to, read and interpret a novel from the fantasy genre. They show understanding of character development in relation to plot and setting. They demonstrate understanding of character development through written responses and create a spoken presentation as a character justifying their actions and behaviours in relation to an issue.	**Examining literary texts (fantasy novel)** Students listen to, read and interpret a novel from the fantasy genre. They show understanding of character development in relation to plot and setting. They demonstrate understanding of character development through written responses and create a spoken presentation as a character justifying their actions and behaviours in relation to an issue.	**Examining media texts** Students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts. Students apply comprehension strategies focussing on particular viewpoints portrayed in a range of media texts. They create a digital multimodal news article, including written and visual, elements, from a particular viewpoint.	**Examining characters in animated film** Students listen to, read, view and interpret a range of animations including film and digital texts. Students present a point of view about personal conflict and ethical dilemmas faced by fantasy characters through a panel discussion. They produce an animated story exploring a character's behaviour when faced with an ethical dilemma.	**Appreciating poetry** Students listen to, read and view a range of poetry, songs, anthems and odes from different times to create a folio of responses. They analyse authors' use of language and its impact on the messages and ideas of text.	**Responding to poetry** Students listen to, read and view a range of poetry including narrative poems to create a transformation of a chosen poem to a digital narrative. In a spoken presentation they explain why they chose particular traits of a character for their transformation of the poem.	**Exploring narrative and narrative film** Students listen to, read and view films and novels with a range of non-stereotypical characters involving flashbacks or shifts in time. They create a written comparison of a novel and the film version of the novel. They demonstrate understanding of positioning of non-stereotypical characters in a chosen film through a viewing comprehension.	**Reviewing narrative film** Students listen to and view narrative films and spoken, written and digital movie reviews to create a written movie review of a chosen film expressing and justifying opinions during a panel discussion.

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
English	Y6	**Examining short stories** Students listen to, read and view a range of short stories on similar topics, themes or plots by different authors, including those from and about Aboriginal and Torres Strait Islander histories and cultures. Students create a written comparison exploring and comparing differences in the use of narrator, voice, language and style to represent a selected theme and justify their opinion.	**Writing a short story** Students' read and view short stories, including traditional stories from different cultures that feature stereotypical and non-stereotypical characters. Students respond to comprehension questions in Learning Logs. They write a short story with a focus on characterisation.	**Examining advertising in the media** Students' listen to, read and view advertisements from magazines and internet sites. They demonstrate their understanding of the texts' persuasive features through written responses to comprehension questions by justifying their responses in discussions with peers. They create a digital multimodal advertisement to persuade a particular audience.	**Examining persuasive techniques in news reports** Students listen to, read and view a variety of news reports from television, radio and internet. Students identify and analyse bias and the effectiveness of persuasive devices used to influence audiences. They create a critical review of a chosen news report.	**Exploring literary texts by the same author** Students listen to, read and view literary texts by the same author to create written responses focusing on author's style, use of language, character development and structure.	**Interpreting a literary text** Students listen to, read and view a novel set in earlier times. They demonstrate their understanding of the novel through written responses by comparing the novel studied in this unit with the fantasy novel studied in Unit 5. They present an interpretation of an event from a novel set in earlier times.	**Comparing informative texts** Students listen to, read, view and analyse informative texts such as recipe books, manuals or textbooks from past and present times. They demonstrate their understanding of these texts through written responses to comprehension questions. They create a comparative essay comparing language and textual features of these informative texts.	**Transforming a text** Students listen to, read and compare informative texts, such as recipe books, manuals or textbooks, from the past with contemporary online informative texts. Students transform an informative text from the past into a contemporary multimodal digital informative text. They present a spoken justification for the choices made when creating the transformation.

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
English	Y7	**Analysing persuasion in media texts** Students listen to, read and view a range of media texts from newspapers, television, the internet and picture books. Students create a multimodal response analysing the use of persuasive techniques and devices.	**Persuading through motivational speeches** Students examine how language is used to persuade in famous motivational speeches from political and cultural (arts and sport) contexts. Students deliver a persuasive speech with the purpose of creating an emotional response.	**Reading and creating life writing: biographies** Students listen to, read and view biographies, interviews and digital stories (life writing) to respond to a biographical text. Students create a written biographical excerpt.	**Reading and creating life writing: literary memoirs** Students listen to, read and view autobiographical narratives and picture books to create a literary memoir.	**Reading and interpreting literature about Australia and Australians** Students listen to, read and view literature about Australia and Australians, including the close study of a novel. Literature selected includes texts written by authors from other countries and cultures, including Asia. Students demonstrate their understanding of this literature by responding in writing to comprehension questions about excerpts from the texts.	**Examining representations of Australia and Australians in literature** Students examine the ways Australia and Australians are represented in the texts studied in Unit 5 to create a written analytical response.	**Exploring perspectives on Australian poetry and songs** Students listen to, read and view a variety of Australian literary texts, with a strong emphasis on poetry, and commentaries on these texts that put forward different points of view. They create and present a spoken persuasive response to selected poems and commentaries on them. Commentaries include reviews, analyses, interpretations and readings.	**Re-imagining Australian poetry and songs** Students listen to and read a variety of songs and poems about Australian and Australians. They select a poem or song and transform it into different types of text to communicate its ideas or messages in a different way.

Teaching and learning term overview: P - 7

Mathematics

		Unit 1	Unit 2	Unit 3	Unit 4
Mathematics	**Prep**	Students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Prep students engage in activities across the five contexts of learning — focused teaching and learning, investigations, active learning, real life situations, routines and transitions. When opportunities arise in the classroom, the appropriate strand of mathematics — Number and algebra, Measurement and geometry, Statistics and probability — may be addressed. In this unit through the sub-strands — Number and place value and Using units of measurement — students have opportunities to develop understandings of: • Counting — sequence of numbers to 20 • Subitising — small collections to 5 • Number names, numerals, quantities to 10 — making connections • Ordinal numbers — 'first' and 'second' to show ordinal position • Time — sequencing and connecting familiar events.	Students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Prep students will engage in activities across the five contexts of learning **—** focused teaching and learning, investigations, active learning, real life situations, routines and transitions. When opportunities arise in the classroom, the appropriate strand of mathematics — Number and algebra, Measurement and geometry, Statistics and probability — may be addressed. In this unit through the sub-strands — Number and place value, Patterns and algebra, Using units of measurement, Shape and Location and transformation students have opportunities to develop understandings of: • Number — counting forwards and backwards from a given number to 10, subitising random and formal arrangements to 5 and forming numbers to ten using five as a reference • Patterning — copying, continuing, creating and describing repeating patterns, using materials, sounds, movements or drawings • Mass and length — directly comparing to determine which is heavier or longer • Shape-matching and describing familiar three dimensional shapes, two dimensional shapes and lines • Addition — identifying parts of the whole.	Throughout this unit, continuous elements of mathematics will be repeated frequently to consolidate foundation learning concepts and make them automatic. Students will be explicitly taught: • comparing and ordering collections • sorting, classifying and describing objects and two-dimensional shapes and three-dimensional objects in the environment • collecting information through questioning.	Throughout this unit, continuous elements of mathematics will be repeated frequently to consolidate foundation learning concepts and make them automatic. Students will be explicitly taught: • representing practical situations to model addition and sharing • using direct and indirect comparisons to decide which is longer, heavier or holds more.

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Mathematics	Y1	In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Number and place value, Money and Financial mathematics, Patterns and algebra, Using units of measurement, and Shape students have opportunities to develop understandings of: • Numbers — recognising, modelling, counting and ordering numbers • Addition and subtraction — representing and solving simple problems • Computation strategies — counting on and back • Money — describing and recording dollar coins and amounts • Duration — using days and weeks • Shape — recognising and describing 2D shapes and 3D objects according to geometric features.	In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Number and place value, Patterns and algebra, Using units of measurement, Shape and Location and transformation students have opportunities to develop understandings of: • Numbers — recognising, modelling, counting and ordering numbers • Addition and subtraction — understanding relationships and commutativity for addition • Computation strategies — counting on and back, and build to 5 • Duration — describing duration in hours • Shape — describing and classifying 2D shapes and 3D objects according to geometric features • Position and movement — following and giving directions.	In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Number and place value, Money and financial mathematics, Patterns and algebra, Using units of measurement (time) and Chance students have opportunities to develop understandings of: • time — exploring o'clock on analogue clocks • duration — describing using days, weeks, months and hours • number and place value — representing, recognising, reading, counting and ordering numbers • addition and subtraction — understanding relationships, counting on and partitioning • money — recognising and describing Australian coins • chance — describing the likelihood of events.	In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Number and place value, Fractions & decimals, Money & financial mathematics, Using units of measurement (length) & Data representation & interpretation students have opportunities to develop understandings of: • number — representing, recognising, counting & ordering numbers to 100 • addition & subtraction — understanding relationships, counting on, partitioning & rearranging, solving a range of simple problems • fractions — exploring half a collection or quantity • money — representing, recognising & describing all Australian coins • length — exploring the attribute of length using informal units • data — gathering, representing & interpreting data.	In this unit students build upon Term one and two concepts. They will: • apply knowledge of number to practical situations, including addition, subtraction and partitioning • skip count by twos, fives and tens • recognise and describe one-half as one of two equal parts of a whole • recognise and sort Australian coins and make comparisons • classify two-dimensional shapes and three-dimensional objects according to obvious features.	In this unit students build upon Term one and two concepts. They will: • apply knowledge of number to practical situations, including addition, subtraction and partitioning • skip count by twos, fives and tens • recognise and describe one-half as one of two equal parts of a whole • use the language of chance • choose simple questions and gather responses • represent data with objects and drawings.	In this unit students build upon Term one, two and three concepts. They will: • apply knowledge of number to practical situations, including addition, subtraction and partitioning • describe one-half as one of two equal parts of a whole • make comparisons of length and capacity in practical applications • tell time to the half-hour • describe duration using months, weeks days and hours • connect days of the week to familiar events and actions.	In this unit students build upon Term one, two and three concepts. They will: • apply knowledge of number to practical situations, including addition, subtraction and partitioning • describe one-half as one of two equal parts of a whole • recognise coins and make comparisons • give and follow directions to familiar locations • identify outcomes of familiar events involving chance • choose simple questions and gather responses • represent data with objects and drawings.

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Mathematics	Y2	In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Number and place value and Using units of measurement (time), students have opportunities to develop understandings of: • Duration of time — interpreting time on calendars using dates, days, months and seasons of the year • Number sequences — counting, ordering and comparing numbers • Place value — representing numbers in different ways • Numbers — partitioning numbers to show relationships between addition and subtraction • Mental computation — solving addition and subtraction problems using a range of strategies.	In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Number and place value, using units of measurement and chance, students have opportunities to develop understandings of: • Number sequences — skip counting • Place value — representing 2- and 3-digit numbers in different ways • Computation — exploring a range of addition and subtraction strategies • Measurement — measuring, comparing and ordering objects using informal units of length, area and capacity • Chance events — identifying and describing outcomes using the language of chance.	In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Number and place value, Fractions and decimals and Shape, students have opportunities to develop understandings of: • Multiplication — representing multiplication as repeated addition, groups and arrays • Fractions — interpreting common uses of halves, quarters and eighths of shapes and collections • Shape — describing and drawing 2D shapes with and without digital technologies and describing the features of 3D objects Number and place value — representing and ordering numbers to 1 000, standard partitioning and rearranging numbers in hundreds, tens and ones.	In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Data representation and interpretation, Money and financial mathematics, Number and place value, Patterns and algebra, students have opportunities to develop understandings of: • Data — collecting, representing and interpreting data • Money — counting collections of coins and notes, making coin combinations, identifying equivalent coin combinations • Number sense — recognising standard place value partitions, identifying part-part-whole relationships • Addition and subtract — understanding and applying the inverse relationship, representing addition and subtraction Multiplication and division — representing mult^{n} and div^{n} situations, explaining multiplication as sharing 'equal quantities', representing multiplication as arrays.	In this unit students build upon Term one and two concepts. They will: • solve simple problems involving multiplication and division • describe and compare halves, quarters and eighths of collections • count and order small collections of Australian coins and notes according to their value • explore the chance of likely, unlikely, certain and impossible events.	In this unit students build upon Term one and two concepts. They will: • solve simple problems involving multiplication and division • describe and compare halves, quarters and eighths of collections • investigate the comparison and ordering of shapes and objects based on length, area, volume and capacity, using uniform informal units • investigate mass and balance scales • describe the features of three-dimensional objects • solve problems involving the use of time, seasons and calendars.	In this unit students build upon Term one, two and three concepts. They will: • explore the connection between addition and subtraction and the links to multiplication and division • describe and compare halves, quarters and eighths of collections and associated turns • describe and draw two-dimensional shapes • describe the features of three-dimensional objects • interpret maps of familiar locations • explore geometrical and spatial reasoning through two-dimensional shapes, three-dimensional objects, flips, slides.	In this unit students build upon Term one, two and three concepts. They will: • explore the connection between addition and subtraction and the links to multiplication and division • describe and compare halves, quarters and eighths of collections and associated turns.

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Mathematics	Y3	In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Number and place value, Money and financial mathematics, Patterns and algebra and Using units of measurement students have opportunities to develop understandings of: • Place value — representing 4-digit numbers in different ways • Time — representing time (5-minute) and exploring the relationship between minutes and seconds • Measurement — length: comparing and ordering objects using cm and m • Addition and subtraction — solving problems using a range of strategies • Money — representing equivalent amounts of money.	In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands Number and place value, Money and financial mathematics, Patterns and algebra and Location and transformation, students have opportunities to develop understandings of: • Place value — representing 4-digit numbers in different ways • Patterns and algebra — describing, continuing and creating number patterns • Addition and subtraction — using different strategies to add and subtract 2-digit numbers • Money — representing money values and calculating change • Location — interpreting position and pathways.	In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Number and place value, Fractions and decimals, Chance and Data representation and interpretation students have opportunities to develop understandings of: • chance — conducting experiments, identifying and describing possible outcomes • data — interpreting and comparing data displays • number and place value — representing, comparing and ordering numbers up to 5 000 in different ways fractions — partitioning areas, collections and lengths to create halves, quarters, eighths and thirds.	In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Patterns and algebra, Number and place value, Shape and Location and transformation students have opportunities to develop understandings of: • number patterns — describing, continuing and creating patterns using addition and subtraction • addition and subtraction — recalling facts, using standard and non-standard partitioning to add and subtract 2-digit numbers • three-dimensional objects — describing and comparing features and making models • symmetry — identifying symmetry in the environment.	In this unit students build upon Term one and two concepts. They will: • apply place value to 10 000 • recall and use multiplication facts of 2, 3, 5 and 10 • recall and use multiplication facts and related division facts • solve problems involving multiplication • connect multiples of fractions • measure, order and compare length, mass and capacity • use time units.	In this unit students build upon Term one and two concepts. They will: • apply place value to 10 000 • recall and use multiplication facts of 2, 3, 5 and 10 • recall and use multiplication facts and related division facts • solve problems involving multiplication • connect multiples of fractions • identify data sources • collect, display and interpret data.	In this unit students build upon Term one, two and three concepts. They will: • partition and regroup to 10 000 • solve problems involving multiplication • conduct simple money transactions to the nearest 5 cents • locate, describe and identify shapes and symmetry and angles of turn • recognise and model the key features of three-dimensional objects.	In this unit students build upon Term one, two and three concepts. They will: • partition and regroup to 10 000 • solve problems involving multiplication • conduct simple money transactions to the nearest 5 cents • create and interpret simple grid maps • locate, describe and identify shapes and symmetry and angles of turn.

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Mathematics	Y4	In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Through the sub-strands Number and place value, Fractions and decimals, Patterns and algebra and Shape, students have opportunities to develop understandings of: • Place value — position of digits, represent, order, compare, describe five-digit numbers • Number — partition and regroup • Computation — multiplication and division • Fractions — equivalent fractions, compare, order, halves, quarters, fifths, eighths, tenths • Two dimensional shapes — common two dimensional shapes, combine, split, tangrams.	In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Number and place value, Fractions and decimals and Using units of measurement, students have opportunities to develop understandings of: • Time — read, represent, convert, calculate durations • Number sense — place value, order, compare, partition and regroup five-digit numbers • Equivalent fractions — halves, quarters, eighths, thirds, sixths, fifths, tenths • Basic facts — addition, subtraction, multiplication and division.	In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Number and place value, Money and financial mathematics, Patterns and algebra, and Data representation and interpretation, students have opportunities to develop understandings of: • Data — planning, collecting, displaying and interpreting data • Number and place value — representing, ordering, comparing and describing five-digit numbers • Addition and subtraction — developing a range of mental and written strategies to solve problems and check reasonableness of solutions • Equivalent number sentences — identifying equalities and non-equalities, and using strategies to find unknowns Money — calculating change to the nearest 5 cents.	In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Number and place value, Patterns and algebra, Location and transformation and Geometric reasoning, students have opportunities to develop understanding of: • Location — using simple scale, legends and cardinal compass points to find and describe locations and pathways • Symmetry and angles — creating symmetrical patterns, pictures and shapes and identifying angles as equal to and not equal to right angles • Multiplication and division — investigating number sequences and developing mental and written strategies related to multiplication and division Algebra — exploring and describing number patterns resulting from multiplication.	In this unit students build upon Term one and two concepts. They will: • apply place value to partition, rearrange and regroup numbers to at least tens of thousands • recall multiplication and related division facts 0–9 • use efficient written and mental strategies for multiplication and division • apply place value of numbers to tenths and hundredths • use addition and subtraction to find unknown quantities • solve word problems related to money (purchases and change) • explore chance in everyday events • collect data related to an issue or problem, organise and display data, and interpret and analyse.	In this unit students build upon Term one and two concepts. They will: • apply place value to partition, rearrange and regroup numbers to at least tens of thousands • recall multiplication and related division facts 0–9 • use efficient written and mental strategies for multiplication and division • apply place value of numbers to tenths and hundredths • make connections between fractions and decimals (equivalence) • solve word problems related to money (purchases and change) • investigate length, mass, capacity and temperature • investigate location (scale, legend, direction).	In this unit students build upon Term one, two and three concepts. They will: • apply place value to partition, rearrange and regroup numbers to at least tens of thousands • solve word problems for multiplication and division using a variety of strategies • investigate the area of regular and irregular shapes using metric units • investigate volume.	In this unit students build upon Term one, two and three concepts. They will: • apply place value to partition, rearrange and regroup numbers to at least tens of thousands • solve word problems for multiplication and division using a variety of strategies • explore everyday chance events.

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Mathematics	Y5	In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Number and place value, and Data representation and interpretation, students have opportunities to develop understandings of: • Factors and multiples — exploring number sequences and divisibility rules • Addition and subtraction — developing a range of mental and written strategies to solve problems and check the reasonableness of solutions • Fractions and decimals — comparing and ordering using diagrams and number lines • Data — posing the question, planning the data collection, collecting, displaying and interpreting data.	In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Patterns and algebra, Using units of measurement and Location and transformation students have opportunities to develop understandings of: • Perimeter and area — exploring ways to perform calculations involving rectangles • Number patterns — describing, continuing and creating patterns (whole numbers, fractions and decimals) • Time — reading, comparing and converting between 12- and 24-hour time • Grid reference systems — describing locations and giving directions using maps and plans.	In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Location and transformation, Number and place value and Money and financial maths students have opportunities to develop understandings of: • Transformation of two-dimensional shapes and symmetry — describing translations, reflections and rotations, identifying line and rotational symmetry and applying the enlargement transformation. • Multiplication — extending multiplication facts to include multiples of 10 and 100 and exploring strategies for multiplying two-digit numbers by a one-digit number. Financial mathematics — creating a simple budget to achieve a financial goal.	In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Number and place value, Fractions and decimals and Chance students have opportunities to develop understandings of: • Fractions — making connections between representations of numbers and extending knowledge of fractions beyond hundredths • Mult^{n} and div^{n} — investigating effective strategies for multiplication of large numbers by a two-digit number and for solving division problems that include remainders Chance — listing outcomes of chance experiments (sample space) and representing probabilities of outcomes using decimals and common fractions.	In this unit students build upon Term one and two concepts. They will: • solve problems involving the addition and subtraction of fractions with the same denominator • use equivalent number sentences involving multiplication and division to find unknown quantities • investigate chance including outcomes of chance experiments and probabilities ranging from 0–1.	In this unit students build upon Term one and two concepts. They will: • solve problems involving the addition and subtraction of fractions with the same denominator • use equivalent number sentences involving multiplication and division to find unknown quantities • use appropriate units of measurement for length, area, volume, capacity and mass • estimate, measure, compare and construct angles.	In this unit students build upon Term one, two and three concepts. They will: • develop strategies to solve problems involving the addition and subtraction of fractions • investigate chance and probability.	In this unit students build upon Term one, two and three concepts. They will: • develop strategies to solve problems involving the addition and subtraction of fractions • create simple financial plans • use grid references for locations and use directional language.

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Mathematics	Y6	In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Number and place value, Fractions and decimals, Patterns and algebra, Using units of measurement and Shape, students have opportunities to develop understandings of: • Properties of numbers — factors, multiples, prime and composite numbers • Fractions — compare, add and subtract with related denominators • Measurement — metric system, connection to decimals, length, mass and capacity • 3D objects — geometric features, nets and constructions of prisms and pyramids.	In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Number and place value, Fractions and decimals, Patterns and algebra, Data representation and interpretation, students have opportunities to develop understandings of: • Properties of numbers — identify properties of square, triangular, prime and composite numbers • Fractions and decimals — add and subtract decimals to thousandths, use estimation and rounding to check reasonableness of answers • Data — collect, display and interpret.	In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Number and place value, Fractions and decimals, Using units of measurement, students have opportunities to develop understandings of: • Properties of numbers — investigating positive and negative numbers • Equivalence – calculating equivalent fractions, decimals and percentages • Computation – applying mental and written strategies using four operations • Units of measurement – identifying relationships between metric units; interpreting and using timetables.	In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Data representation and interpretation, Fractions and decimals, Chance, and Number and place value students have opportunities to develop understandings of: • Data — interpreting a variety of data displays • Add^{n} and subtract^{n}: whole numbers and decimals (to thousandths) — applying appropriate mental, written, digital strategies to solve problems • Order of operations — exploring the order of operations in problems and in equations. • Add^{n} and subtract^{n}: fractions — adding and subtracting fractions with the same and related denominators Chance – representing probability as a fraction, decimal or percentage between 0 and 1.	In this unit students build upon Term one and two concepts. They will: • multiply decimals by whole numbers and perform divisions with terminating decimals • apply the order of operations • calculate percentage discounts • solve problems involving length, mass and capacity • connect volume and capacity • investigate angles.	In this unit students build upon Term one and two concepts. They will: • multiply decimals by whole numbers and perform divisions with terminating decimals • calculate percentage discounts • describe probability (using fractions, decimals and percentage) • conduct chance experiments (observed and expected frequency) • compare observed frequencies across experiments with expected frequencies.	In this unit students build upon Term one, two and three concepts. They will: • use efficient mental and written strategies for all four operations with whole numbers • calculate percentage discounts • apply the order of operations • connect volume and capacity • interpret and use timetables • investigate combinations of translations, reflections and rotations • plot points on the Cartesian coordinate system in relation to all four quadrants.	In this unit students build upon Term one, two and three concepts. They will: • use efficient mental and written strategies for all four operations with whole numbers • apply the order of operations • calculate percentage discounts • use repeated trials of chance experiments to make predictions of likely outcomes.

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Mathematics	Y7	In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Number and place value, Real numbers and Chance students have opportunities to develop understandings of: • Number laws and properties — applying a range of strategies for computation • Integers — comparing and ordering • Predicting outcomes — using data collected from experiments to discuss the likelihood of events (including equally likely and not equally likely) and expressing probabilities as common and decimal fractions, and using percentage forms.	In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands Number and place value, Real numbers, Shape, and Geometric reasoning students have opportunities to develop understandings of: • Fractions — exploring connections with decimals and percentage, exploring equivalence, comparing and sequencing fractions and mixed numerals • Integers — calculating with integers (addition and subtraction) • Triangles and quadrilaterals — classifying and naming, and identifying properties • Prisms — identifying properties of prisms, applying conventions for building and drawing prisms.	In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Real numbers, Linear and non-linear relationships, Location and transformation and Data representation and interpretation, students have opportunities to develop understandings of: • Fractions and percentages — calculating fractions and percentages of quantities • Cartesian plane — plotting points and straight lines in the four quadrants, translating, reflecting and rotating shapes on the Cartesian plane • Symmetry — identifying line and rotational symmetry in shapes, artwork and logos Statistics — describing and interpreting data displays using the measures of central tendency and range.	In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands — Number and place value, Real numbers and Using units of measurement students have opportunities to develop understandings of: • Perimeter and area — establish formulas for perimeter of rectangles and for area of rectangles, triangles and parallelograms and use these in problem solving • Variables — introduce the concept of variables and evaluating an expression by substituting a given value for a variable • Index notation & square roots — investigate index notation and square roots of perfect square numbers Fractions — addition and subtraction of fractions with unrelated denominators.	In this unit students build upon Term one and two concepts. They will: • compare equivalent fractions • multiply and divide fractions and decimals • connect fractions, decimals and percentages and carry out conversions • find percentage of quantities • solve problems using simple ratios • investigate, interpret and analyse graphs • calculate and interpret mean, median, mode, and range.	In this unit students build upon Term one and two concepts. They will: • multiply and divide fractions and decimals • plot points on the Cartesian plane and find coordinates for given points • investigate, interpret and analyse graphs • calculate the volume of rectangular prisms • explore corresponding, alternate and co-interior angles • investigate angles, parallel lines, translation, symmetry, reflection, rotation and coordinates on the Cartesian plane.	In this unit students build upon Term one, two and three concepts. They will: • extend and apply associative, commutative and distributive laws to algebraic equations • calculate and interpret mean, mode, median and range • construct, compare and analyse a range of data displays • investigate the collation of large count data.	In this unit students build upon Term one, two and three concepts. They will: • extend and apply associative, commutative and distributive laws to algebraic equations • calculate the volume of rectangular prisms • relate the calculation of areas and volumes to substitution and the solution of simple equations.

Teaching and learning term overview: P - 7

Science

		Unit 1	Unit 2	Unit 3	Unit 4
Science	Prep	**Our living world** Students use their senses to investigate the needs of living things, both animals and plants, in natural and man-made environments. Students determine that the survival of all living things is reliant on basic needs being met and discuss the consequences for living things of not having needs met. Students consider the impact of human activity and natural events on the availability of basic needs and describe some sustainable practices that they could implement to protect Earth's resources and support the provision of the needs of living things.	**Our material world** Students engage in activities from the five contexts of learning — play, real life situations, investigations, routines and transitions and focused learning and teaching. The unit provides opportunities for students to examine familiar objects using their senses. Through exploration and discussion, language is focused to describe the properties of the materials from which objects are made. Students then observe and analyse the reciprocal connection between properties of materials, objects and purposes so that they recognise the scientific decision making in everyday life.	**Weather watch** In this unit, students explore daily and seasonal changes in the weather. They make links to how these changes in their immediate environment affect them and their daily activities. Students will: • examine their current observations of the daily and seasonal changes • respond to questions about the weather, making observations using their senses • make links to how changes in the weather modify their behaviour and dress • listen to the stories about how Aboriginal and Torres Strait Islander concepts of time and weather patterns explain how things happen • formulate generalisations about how changes in the weather might affect plants and animals.	**I like to move it, move it** In this unit, students examine how things move. They draw conclusions about the factors influencing that movement. Students will: • make observations of movement using their senses • explore how familiar living things move • make links between the movement of living things and their size and shape • make links between the movement of living things and their environment • explore the way different objects move • respond to questions about moving objects • investigate the movement of different-sized, but similar-shaped objects • construct an object that moves and explain factors influencing the movement.

		Unit 1	Unit 2	Unit 3	Unit 4
Science	Y1	**Living adventure** Students make links between external features of living things and the environment where they are found. Students predict consequences of environmental change on living things.	**Material madness** Students experience and describe physical changes that can be made to familiar materials and begin to infer cause and effect relationships. Students modify an existing material for a given purpose and explain the resultant effects to others.	**Changes around me** In this unit, students compare the changes that occur in the sky and landscape. They make links to how the changes affect their experiences. Students will: • compare observations of the day sky and landscape with the night sky and landscape • examine changes that occur in the sky and landscape • reflect on Aboriginal and Torres Strait Islander explanation of observable changes in the sky and landscape • formulate links with changes that occur in the sky and landscape to experiences in everyday life.	**Light and sound** In this unit, students investigate a range of sources that produce light and sounds. They keep a record of their developing scientific understanding through their sensory explorations of light and sound. Students will: • use their senses to explore sound and light in the world around them • identify and describe sources of light and the effect of an absence of light • determine that objects can be seen when a light source is available to illuminate them • identify sources of sound and the effect of an absence of sound • explore different ways to change the sound produced using familiar objects and actions (e.g. striking, blowing, scraping) • examine musical instruments from other cultures • construct a musical instrument to produce different sounds.

		Unit 1	Unit 2	Unit 3	Unit 4
Science	Y2	**Mix, make and use** Students describe different objects and materials in terms of properties and purpose. They investigate combinations of different materials, analysing the properties and uses. Students modify an object which has a purpose in daily life.	**Toy factory** Students explain the pushes and pulls that cause movement, based on observations of themselves and objects used for play and daily activities. Students collect informal data about movement and the effect of materials on movement and are guided to recognise patterns and make predictions. They then apply this knowledge to explain the pushes and pulls and selected materials of a toy or object they create.	**Good to grow** In this unit, students explore how living things change as they grow. Students identify patterns of growth and the relationships between parents and their offspring. Students will: • establish that living things have predictable characteristics at different stages of development • explore the needs of living things at different stages of growth • examine the stage of development where offspring can be produced • consider the development of living things once growth has been completed • investigate the different types of offspring in living things and compare the parent to the offspring • reflect on links to Earth's resources required by living things.	**Save planet Earth** In this unit, students investigate ways the Earth's resources can be used and managed. They identify actions to conserve these resources. Students will: • explore natural resources in a local area (e.g. water, soil, vegetation) • examine different resources and how they can be used • compare the ways Indigenous people manage the Earth's resources with current practice • hypothesise about the consequences of a change in a particular resource • propose an action plan that can conserve local resources (e.g. turning off dripping taps, recycling paper).

		Unit 1	Unit 2	Unit 3	Unit 4
Science	Y3	**Is it living?** Students justify groupings of living and non-living things according to observable features and the need for recognition of once-living things. Students investigate the diversity of living and non-living things in their local environment and recognise the use of this knowledge in their lives.	**Spinning Earth** Students will demonstrate their knowledge of the Earth's rotation on its axis in relation to the position of the sun to explain how day and night is made. Students will make predictions using their prior experiences and collect and present data on shadows to help answer questions about everyday observations. This unit will provide students with the opportunity to engage in cultural representations of the relationship between the sun, moon, Earth and time	**Hot stuff** In this unit, students investigate how heat can be transferred through conduction. Students demonstrate this knowledge about heating by adapting a familiar task. Students will: • identify sources of heat • examine indigenous methods of producing heat • explore the transference of heat within and between objects • group sources of heat according to the way they are produced • investigate the usefulness of familiar materials as conductors and insulators • consider the safety implications of heat transference within and between objects • design a device to maximise/minimise heat conduction.	**What's the matter?** This unit involves students investigating the properties of solids and liquids and the effect of adding or removing heat. Students evaluate how adding or removing heat affects materials in everyday life. Students will: • examine the properties of solids and liquids • identify and classify everyday materials that are solids and liquids • compare solids and liquids and their ability to flow or maintain shape and volume • investigate the properties of a range of liquids and explore the way that solids and liquids change under different conditions (such as heating and cooling) in everyday situations • apply knowledge of properties of solids and liquids to everyday situations • create a description of a solid or liquid, outlining the properties, how it is affected by heating and cooling, and its uses.

		Unit 1	Unit 2	Unit 3	Unit 4
Science	Y4	**Here today gone tomorrow** Students explore the effect of human activity, natural disasters and extreme weather that causes weathering and erosion of the earth's surface. Students relate this to their local area and to predict consequences of future occurrences and human activity. They begin to appreciate that current systems, such as Earth's surface, have characteristics that have resulted from past changes and that living things form part of systems. Students understand that some systems change in predictable ways, such as through cycles. They apply their knowledge to make predictions based on interactions within systems, including those involving the actions of humans.	**Ready, set, grow!** Students investigating life cycles. They will examine relationships between living things and their dependence on the environment. By considering human and natural changes to the environment, students predict the effect of these changes on living things and possible consequences to species survival.	**Material use** In this unit, students investigate a range of physical properties of materials and consider how these influence their selection and use. Students will: • explore a range of materials and describe the properties • compare and contrast patterns and relationships within the properties of materials • relate the properties of materials to their use • identify materials used for the same purpose • plan and conduct an investigation to identify the best material from a range for a particular purpose • consider how properties of materials and other factors influence appropriate selection in everyday life • consider ways in which Aboriginal peoples and Torres Strait peoples utilised natural materials, and relate these uses to the properties of the material.	**Speedy but safe** In this unit, students investigate how forces affect objects through direct and indirect contact and relate this to the safety equipment. Students will: • review the concept of pushes and pulls as types of forces • explore magnetic forces as an example of indirect forces • analyse and classify forces in their daily lives as direct and indirect forces • examine a range of types of forces in reference to the way they affect motion • investigate friction as a force that slows objects • apply the understanding of friction to everyday situations • analyse the potential forces involved in safety equipment.

		Unit 1	Unit 2	Unit 3	Unit 4
Science	Y5	**Survival in the Australian environment** Students examine the structural features and adaptations that assist living things to survive in their environment. They use this knowledge to pose questions and make predictions about the relationship between adaptations and environmental changes.	**Our place in the solar system** Students will be exploring the place of Earth in the solar system and then using this knowledge to look for patterns and relationships between components of this system. They discover how science and technology have advanced understanding of space.	**Now you see it** In this unit, students investigate properties of light and the formation of shadows. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices. Students will: • investigate shadow formation and relationships to a light source • make predictions and investigate absorption, transmission, reflection and refraction • classify materials as transparent, opaque or translucent • draw simple, labelled ray diagrams • relate familiar phenomena (e.g. rainbows) to properties of light • discuss the role of light in their everyday lives • investigate devices that utilise light and how improved technology has led to them changing over time • construct a model of a device which uses mirrors or lenses and explain the properties of light it utilises • research the contributions of other cultures to the development of optical devices.	**Matter matters** In this unit, students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They investigate the observable properties and behaviour of solids, liquids and gases, and the development of composite materials to meet the needs of modern society. Students will: • review the properties of solids and liquids • investigate properties of gases • describe safety considerations for handling and using gases • classify everyday materials and items as solid, liquid or gas • explore ways in which solids, liquids and gases change under different conditions • compare the range of properties within solids, liquids and gases • recognise sublimation and explain how this change in state can be useful in everyday situations • investigate some composite materials and their classification in terms of state.

		Unit 1	Unit 2	Unit 3	Unit 4
Science	Y6	**Making changes — comparing reactions** Students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They explore the effects of reversible and irreversible changes in everyday materials and how this is used to solve problems that directly affect peoples' lives.	**Power up — electricity usage down** Students explore and infer that electrical circuits provide a means of transferring and transforming electricity. They investigate how energy from a variety of sources can be used to generate electricity and evaluate personal and community choices to use sustainable renewable energy sources.	**Our changing world** In this unit, students explore ways in which scientific understanding can assist in the early detection of natural disasters and in minimising their impact. They consider ways science can inform choices about where people live and how they manage natural disasters. Students will: • research major geological and extreme weather events both in Australia and neighbouring countries • compare the effects of different geological events • describe how scientists gather evidence to predict the effect of, and measure, significant geological and weather events • hypothesise relationships between volcanoes, earthquakes and tsunamis • compare the different scales used for measuring the strength of geological and weather events • consider Aboriginal and Torres Strait Islander cultural and historical understandings of these events • research the scientific work being conducted in various centres around the world to advance global disaster alerts and communication • analyse how scientific information gathered from geological and weather events can inform the future decisions of communities.	**Life on Earth** In this unit, students through the context of a local environment, investigate the relationship between the growth and survival of living things and the physical conditions of their environment. They examine ways in which humans' actions impact on the environment and living things. Students will: • review ways in which living things depend on the environment to survive • predict how altering the physical conditions of the environment impacts on living things • design and conduct an investigation to assess the accuracy of this prediction • research organisms that live in extreme environments (e.g. undersea volcanic vents) • participate in field studies to collect data about the physical conditions of a local environment and investigate how these support the growth and survival of living things in that environment • examine how human activities have changed the environment • debate how personal and community choices affect the growth and survival of other living things • discuss Aboriginal and Torres Strait Islander environmental perspectives.

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Science	Y7	**Water — waste not, want not** Students investigate pure substances, mixtures and separation techniques with a focus on the importance of water and the water cycle. Students have opportunities to plan and conduct investigations that focus on fair testing and the evaluation of results. They apply their understanding of separation techniques to their daily lives. This unit needs to precede the Unit: Water — waste not, want not (*continued*).	**Water — waste not, want not (continued)** Students investigate the application of filtration systems in water treatment and recycling processes. Students have opportunities to investigate issues surrounding the filtration and treatment of water in the community. They apply their understanding of water treatment processes to persuade an audience of their peers. This unit needs to be preceded by the Unit: *Water — waste not, want not*.	**Moving right along — exploring motion** Students will investigate forces, exploring how they can change the motion of an object and the impact of friction on a moving object. Students will have opportunities to plan and conduct investigations that focus on fair testing and the evaluation of results. They will apply their understanding of these forces in the community. This unit needs to precede the Unit: *Moving right along — applications in real systems.*	**Moving right along — applications in real systems** This unit builds on the concepts explored in the unit: *Moving right along — exploring motion* and considers the application of these forces to transportation in the community. Students will investigate propulsion systems. This unit needs to be preceded by the Unit: *Moving right along — exploring motion*.	**Heavenly bodies** In this unit, students learn about interrelationships between the Earth, sun and moon. Students will: • compare times for the rotation of Earth, the sun and the moon, and the times for the orbits of Earth and the moon • model the relative movements of Earth, the sun and the moon • explore the role of gravity in keeping planets and moons in orbit • investigate and explain the phases of the moon, and solar and lunar eclipses.	**Sensational seasons** This unit builds on the concepts explored in Unit 5 and considers the seasons, different cultural beliefs and how scientific understanding has changed over time. Students will: • examine how and why seasons occur • research cultural stories about cycles involving the Earth, sun and moon from Aboriginal and Torres Strait Islander peoples and how these affected their practices • outline the changes in scientific understandings of the Earth, sun and moon system.	**Organising organisms** This unit focuses on classification and relationships between organisms, ecosystems and human interactions. Students will: • explore the diversity of living organisms, including grouping of organisms on the basis of similarities and differences • consider how classification systems have changed • devise and use dichotomous keys • create and interpret food chains and webs to show relationships between organisms in an environment.	**Affecting organisms** This unit builds on the concepts explored in Unit 7 and considers their application. Students will: • participate in field work to investigate relationships between organisms in a local ecosystem • determine the effect of human activity and other living things on local ecosystems • explain how Aboriginal and Torres Strait Islander practices can inform sustainable management of the environment.

Studies of Society and Environment

SEMP: School environmental management plan

		Unit 1	Unit 2	Unit 3	Unit 4
SOSE	Prep	**Social Learning:** Students acknowledge and negotiate rights, roles and responsibilities in a range of contexts. **Personal Learning:** Students develop a sense of personal identity as a capable learner. The act with increasing independence and responsibility towards learning and personal organisation. **Investigating environments:** Students investigate features of, and ways to sustain environments.			

SEMP: nil

		Unit 1	Unit 2	Unit 3	Unit 4
SOSE	Y1	Students use their fascination with people and places to make sense of their world. They investigate societies and environments and develop an understanding of their relationships with other people and places. They identify values in everyday situations and local contexts. They see the place of social and environmental inquiry in people's work and community lives. Students gain awareness of the history and diversity of lifestyles of Aboriginal people and Torres Strait Islander people throughout Australia. **Place & Space: Local natural, social and built environments are defined by specific features and can be sustained by certain activities.** • Local environments are distinguished by natural features, places of importance to particular groups, and public spaces *e.g. a suburb may have bushland and waterways, communal meeting places, and parks.* **Culture & Identity: Local communities have different groups with shared values and common interests.** • Aboriginal peoples and Torres Strait Islander peoples are Australia's Indigenous peoples and their influences are evident and valued in Australian communities *e.g.The naming of places; acknowledging traditional ownership of land; contributions of Indigenous individuals as part of a local community.* • Stories about significant events and individuals reflect cultural diversity in local and other Australian communities *e.g.Traditional tales from around the world with a focus on particular characters and events can be shared in communities and demonstrate the diversity of people within communities.* **Political & Economic Systems: Communities have systems to make rules and laws, govern, and manage the production and consumption of goods and services.** • Rights and responsibilities, rules and codes of behaviour are part of local communities *e.g. classroom responsibilities; sporting team codes of behaviour; rules of games and road rules.* • People and resources are involved in the production and consumption of familiar goods and services *e.g. production of food — farmers, processors, distributors, retailers, consumers; health services — pharmacists, doctors, dentists, nurses, patients.*			

SEMP: nil

		Unit 1	Unit 2	Unit 3	Unit 4
SOSE	Y2	Students use their fascination with people and places to make sense of their world. They investigate societies and environments and develop an understanding of their relationships with other people and places. They identify values in everyday situations and local contexts. They see the place of social and environmental inquiry in people's work and community lives. Students gain awareness of the history and diversity of lifestyles of Aboriginal people and Torres Strait Islander people throughout Australia. **Place & Space: Local natural, social and built environments are defined by specific features and can be sustained by certain activities.** • Resources and environments can be used, conserved and protected by valuing and applying sustainable practices *e.g. reducing water use; turning off appliances to conserve electricity; picking up litter to protect wildlife.* **Culture & Identity: Local communities have different groups with shared values and common interests.** • Groups and communities are identified by practices, symbols and celebrations that reflect their values, beliefs and sense of belonging e.g. Christians have religious ceremonies to mark Easter and Christmas; maroon is Queensland's official state colour; regional communities have "show holidays". • Citizenship involves belonging to groups and communities and valuing different contributions and behaviours such as caring for other members *e.g. families and schools are groups that are based on cooperation and care for their members.* **Political & Economic Systems: Communities have systems to make rules and laws, govern, and manage the production and consumption of goods and services.** • Democratic decision-making systems help people to live and work together in communities *e.g. student councils make decisions about the school on behalf of the students; local governments make decisions about roads and waste management for local communities.* • Voting is used to make decisions and select leaders in democratic systems *e.g. voting to determine class rules, student responsibilities and class representatives.*			

SEMP: nil

		Unit 1	Unit 2	Unit 3	Unit 4
SOSE	Y3	Students use their fascination with people and places to make sense of their world. They investigate societies and environments and develop an understanding of their relationships with other people and places. They identify values in everyday situations and local contexts. They see the place of social and environmental inquiry in people's work and community lives. Students gain awareness of the history and diversity of lifestyles of Aboriginal people and Torres Strait Islander people throughout Australia. **Culture & Identity: Local communities have different groups with shared values and common interests.** • Stories about significant events and individuals reflect cultural diversity in local and other Australian communities *e.g.Traditional tales from around the world with a focus on particular characters and events can be shared in communities and demonstrate the diversity of people within communities.* • Citizenship involves belonging to groups and communities and valuing different contributions and behaviours such as caring for other members. e.g. Families and schools are groups that are based on cooperation and care for their members. **Place & Space: Local natural, social and built environments are defined by specific features and can be sustained by certain activities.** • Local environments are distinguished by natural features, places of importance to particular groups, and public spaces *e.g. a suburb may have bushland and waterways, communal meeting places, and parks.* • Resources and environments can be used, conserved and protected by valuing and applying sustainable practices *e.g. reducing water use; turning off appliances to conserve electricity; picking up litter to protect wildlife.* • Maps have symbols to represent places and identify the relative position of features including landmarks and locations *e.g. a 2D map using pictograms such as a large red circle to represent a city and blue lines to represent waterways.* **Political & Economic Systems: Communities have systems to make rules and laws, govern, and manage the production and consumption of goods and services.** • Rights and responsibilities, rules and codes of behaviour are part of local communities *e.g. classroom responsibilities; sporting team codes of behaviour; rules of games and road rules.* • Australians are connected to other people and places by shared interests, including travel, exchanging goods and services, and environmental issues *e.g. Australians travel abroad and Australia is a major tourist destination.*			

SEMP: Maintain the school's Bush Tucker Garden. (Indigenous Liaison Officer to assist)

		Unit 1	Unit 2	Unit 3	Unit 4
SOSE	Y4	Students use their experiences of people, places, systems and environments to make connections to their own experiences. They develop awareness of relationships between people, and between people and places. They identify social and environmental values in local and national contexts, and develop their capacity to participate and work effectively in their communities. Students recognise the ways in which Aboriginal people and Torres Strait Islander people are distinctive and are connected to other people and to specific places over time. **Place & Space: Environments are defined and changed by interactions between people and places.** • Environments are defined by physical and human dimensions *e.g. the Lockyer Valley contains mountain ranges and tributaries to the Brisbane River, farmland, and small townships.* • Physical features of environments influence the ways in which people live and work in communities *e.g. climate affects housing design and leisure activities; natural resources may determine employment opportunities.* • Global environments are defined by features, including landforms, location markers (Tropics of Cancer and Capricorn, and the Equator), countries, regions, continents, and climatic zones. **Culture & Identity: Communities contain cultures and groups that contribute to diversity and influence cohesion.** • Groups in Australian communities contribute to cultural diversity by celebrating differences and commonalities *e.g. Queenslanders participate in a range of celebrations such as NAIDOC Week, Chinese New Year, Greek and Italian festivals, Mabo Day and Queensland Day.* • Australian society has responded to different cultures in positive and negative ways *e.g. positive — anti-discrimination laws of the late 20th century, participation in the walk for reconciliation; negative — restriction on citizenship status for some groups, segregation of public facilities.* • Aboriginal people and Torres Strait Islander people have distinctive social organisation, languages and lifestyles *e.g. importance of elders; over 250 languages linked to specific groups and places; distinctive foods and medicines.* **Political & Economic Systems: Communities have developed decision-making systems that include principles and values formed over time.** • Australia's government systems are based on principles of democracy, including elected representation, free speech and civic participation, that have their origins in ancient Greece, Britain and the United States *e.g. democracy in Athens; parliamentary system from Britain; written constitution from the United States.* • Australia's legal system has laws to protect personal rights and responsibilities of young people, consequences for breaking laws and key personnel who ensure the functioning of the system *e.g. children are protected by child safety laws, transport and education regulations; the personnel from government bodies such as the Commission for Children and Young People and Child Guardian and community organisations such as Kids Help Line help to make these laws work.*			

SEMP: Properties & materials – School recycling - biodegradability

		Unit 1	Unit 2	Unit 3	Unit 4
SOSE	Y5	Students use their experiences of people, places, systems and environments to make connections to their own experiences. They develop awareness of relationships between people, and between people and places. They identify social and environmental values in local and national contexts, and develop their capacity to participate and work effectively in their communities. Students recognise the ways in which Aboriginal people and Torres Strait Islander people are distinctive and are connected to other people and to specific places over time. **Place & Space: Environments are defined and changed by interactions between people and places.** • Interactions between people and places affect the physical features of the land, biodiversity, water and atmosphere *e.g. population increases that cause overcrowding, habitat removal, water shortages and air pollution.* • Sustainability of local natural, social and built environments can be influenced by positive and negative attitudes and behaviours *e.g. positive responses to water management can influence the quality of river systems; negative responses to town planning principles can lead to traffic problems.* • Global environments are defined by features, including landforms, location markers (Tropics of Cancer and Capricorn, and the Equator), countries, regions, continents, and climatic zones. • Maps have basic spatial concepts that describe location and direction, including north orientation and four compass points, symbols and a legend or key. **Culture & Identity: Communities contain cultures and groups that contribute to diversity and influence cohesion.** • Groups in Australian communities contribute to cultural diversity by celebrating differences and commonalities *e.g. Queenslanders participate in a range of celebrations such as NAIDOC Week, Chinese New Year, Greek and Italian festivals, Mabo Day and Queensland Day.* • Australian society has responded to different cultures in positive and negative ways *e.g. positive — anti-discrimination laws of the late 20th century, participation in the walk for reconciliation; negative — restriction on citizenship status for some groups, segregation of public facilities.* **Political & Economic Systems: Communities have developed decision-making systems that include principles and values formed over time.** • Citizenship involves people sharing values, and working together in communities to influence decision making, resolve conflicts and achieve consensus between diverse views of individuals and groups *e.g. a local land-care group working to solve local environmental problems; a local group participating in reconciliation initiatives.* • Economic systems allocate resources, and are based on the principle that while resources are limited, needs and wants are unlimited *e.g. using resources for things that are needed for survival, and also for things that make life enjoyable.*			

SEMP: Adaptations – Biodiversity / Monitor nest boxes (see Gary for boxes)

		Unit 1	Unit 2	Unit 3	Unit 4
SOSE	Y6	Students use their knowledge of societies and environments to investigate ideas, events, places, cultures and systems and make connections to their own experiences. They identify social and environmental values and ethical positions in local, national and global contexts. They develop the capacity for appropriate responses to address problems and issues in their communities, and recognise the applications of these processes to meet community needs. Students consider their own opinions, experiences and understandings to develop respect for and to value Aboriginal people and cultures and Torres Strait Islander people and cultures. **Place & Space: Environments are defined by physical characteristics and processes, and are connected to human activities and decisions about resource management.** • Australian environments are defined by patterns of natural processes, by human activities and by the relationships between them, including climate and natural resource distribution, resource use, and settlement patterns *e.g. the "tropical north"; the Queensland "coal belt"; sugar cane-growing areas; the "booming" south east corner.* • Natural hazards are a result of natural processes, and human activity can affect the impacts of these occurrences *e.g. cyclones are a common occurrence in Queensland and increased coastal development has intensified their impact.* • Distribution maps, climate zone maps and weather maps have specific features to convey information, including latitude, longitude, eight compass points, scale and distance, a legend and shading and/or symbols. **Culture & Identity: Cultures and identities consist of material and non-material elements and are affected by cross-cultural contacts.** • Material and non-material elements influence personal identity and sense of belonging of groups *e.g. material elements of cultures include places, food, clothing and music; non-material elements of cultures include symbols, values, beliefs, traditions and heritages.* • Perceptions of different cultures and groups are influenced by local, national and world events and by representations in the media *e.g. the response to non-Europeans working in pastoral and mining industries at the end of the 19th century; the media using stereotyped portrayals of particular cultures, genders and age groups.* **Political & Economic Systems: Societies and economies have systems and institutions based on principles and values.** • **Local,** state, national and Indigenous systems of government in Australia have different roles, functions, ways of operating and impacts on people and communities *E.g. local councils and sewerage; state governments and health services; Federal Government and taxation; Indigenous land councils and land management.* • Australian citizenship involves values, attitudes and actions related to political equality and civil and human rights *E.g. values — equality of opportunity, and freedom from discrimination and persecution attitudes — a "fair go" actions — treating all members of the community equitably, and speaking up against unfairness.* • *Economic systems involve primary, secondary, service and knowledge industries that use resources and develop products and services for sale to consumers* *e.g. primary — extraction of raw materials and production of basic foods; secondary — manufacturing, processing, construction; services — sales, transportation, entertainment; knowledge — education, ICTs*			

SEMP: Electricity – School electricity usage

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
SOSE	Y7	Students use their knowledge of societies and environments to investigate ideas, events, places, cultures and systems and make connections to their own experiences They develop the capacity for appropriate responses to address problems and issues in their communities, and recognise the applications of these processes to meet community needs. Students consider their own opinions, experiences and understandings to develop respect for and to value Aboriginal people and cultures and Torres Strait Islander people and cultures. **Place & Space: Environments are defined by physical characteristics and processes, and are connected to human activities and decisions about resource management.** • Sustainability requires a balance between using, conserving and protecting environments, and involves decisions about how resources are used and managed *e.g. "rethink, reduce, reuse and recycle"; renewable versus non-renewable energy sources.* • Physical and human dimensions are used to define global environments *e.g. biomes such as tropical rainforests and deserts; human constructs such as developed and developing nations.* • Distribution maps, climate zone maps and weather maps have specific features to convey information, including latitude, longitude, eight compass points, scale and distance, a legend and shading and/or symbols. **Culture & Identity: Cultures and identities consist of material and non-material elements and are affected by cross-cultural contacts.** • Aboriginal people's and Torres Strait Islander people's diverse social organisation, languages and lifestyles reflect the importance of "country" — land, sea and places *E.g. Indigenous societies are caretakers of the land and sea; language reflects the importance of land and sea; land and sea use, and stewardship differ in different regions.* • Contact between Indigenous and non-Indigenous cultures in Australia and in other places have had significant effects on language, culture, land ownership, health and education of Indigenous people *E.g. forced movement of Indigenous people has resulted in loss of cultural practices and languages; the High Court's Mabo decision in 1992 rejected the idea of terra nullius ('land belonging to no-one'); ear disease and hearing problems; education access and completion.* • Accessing Indigenous knowledge involves the protocols of consultation with the local Aboriginal community and/or the Torres Strait Islander community. **Political & Economic Systems: Societies and economies have systems and institutions based on principles and values.** • Australia's government systems are characterised by principles including civil society and representative democracy, processes including free and fair elections, institutions including parliaments and political parties, and instruments including the Australian Constitution. • Australia's legal system is founded on laws that reflect community values, including fairness and impartiality, and the courts to uphold the laws and protect rights and freedoms. • Local, **state, national and Indigenous systems** of government in Australia have different roles, functions, ways of operating and impacts on people and communities *E.g. local councils and sewerage; state governments and health services; Federal Government and taxation; Indigenous land councils and land management.* • Australia is connected to other nations through international agreements, the responsibilities of global citizenship, and shared commitments to security and environmental issues *E.g. United Nations treaties (Universal Declaration of Human Rights, Convention on the Elimination of all forms of Discrimination Against Women); the campaign against whaling; initiatives to combat terrorism and global warming.*							

SEMP: Water – School water usage

Teaching and learning term overview: P – 7

History

		Unit 1	Unit 2
History	Prep	**Exploring fabulous families** Inquiry question/s: • What is my history and how do I know? In this unit students: • understand how the past is different from the present • investigate their personal history, particularly family relationships • examine the nature of and structure of families • recognise similarities and differences between families • appreciate diversity within their family and others • share information about their family with others. Prep students will develop skills and understandings by engaging in activities associated with the five contexts for learning — focused learning and teaching, investigations, real-life situations, play and routines and transitions. Historical understandings and skills will be developed through social and personal learning, language learning and communication, early mathematical understandings and active learning processes.	**Tell me a story about the past** Inquiry question/s: • How can stories of the past be told and shared? • What stories do other people tell about the past? In this unit students: • understand how they, and the stories of others communicate information about the past • recognise that sources help to tell stories, remember the past and signify importance • recognise that families commemorate different and similar events according to their beliefs and what is important to them • listen to and appreciate family stories, and recognise how the past is communicated • listen to and appreciate the stories of Aboriginal peoples and Torres Strait Islander peoples and recognise how the past is communicated • compare their own family commemorations to those of others • discuss, create and order pictures of significant commemorations. Prep students will develop skills and understandings by engaging in activities associated with the five contexts for learning — focused learning and teaching, investigations, real-life situations, play and routines and transitions. Historical understandings and skills will be developed through social and personal learning, language learning and communication, early mathematical understandings and active learning processes.

		Unit 1	Unit 2
History	Y1	**Exploring this moment in time** Inquiry question/s: • How do we describe the sequence of time? In this unit students: • understand concepts and terms used to describe the passing of time • understand how a timeline can order events according to past, present or possible future • recognise events that happened in the past may be memorable or have personal significance • collect and discuss sources, such as images, objects and family stories, that have personal significance • sequence events of personal significance • describe an event of personal significance, referring to sources, and using terms to describe the passing of time.	**Exploring yesterday and today – my grandparents, my parents and me** Inquiry question/s: • How has family life changed or remained the same over time? • How can we show that the present is different from or similar to the past? In this unit students: • identify elements of significance in the childhood lives of their parents and grandparents • compare and contrast the childhood of their parents and grandparents with their own • recognise elements of childhoods that may have changed or remained the same • pose questions about what life was like in grandparents' childhood • examine sources showing family life over generations • interview grandparents or special older person to gain information to use in a narrative about how family life has changed • tell a narrative supported by images contrasting the experience of childhood from their grandparents' day to present day.

		Unit 1	Unit 2
History	Y2	**Exploring the impact of changing technology on people's lives** Inquiry question/s: • How have changes in technology shaped our daily life? In this unit students; • appreciate that history involves the study of the remains of the past • investigate continuity and change in technology used in the home, for example, toys or household products • ask questions of older generations about the impact of changing technology on their lives • sequence key developments in the use of a particular technology in daily life over time • compare and contrast sources depicting use of technology in daily life now and in the past • describe ways technology has impacted on peoples' lives making them different from those of previous generations.	**Exploring my local community** Inquiry questions: • What aspects of the past can you see today? What do they tell us? • What remains of the past are important to the local community? Why? In this unit students: • appreciate that history involves the study of the remains of the past • examine the remains of the past in the local area through a focus on an historical site and/or a significant person • investigate a person and/or site of significance in the local community • ask questions of a historical site and/or person to appreciate its value or contribution to the community or significance to Aboriginal peoples and Torres Strait Islander peoples • sequence key events in the history of the historical site and/or person over time • discuss why a historical site and/or person has heritage value or is significant • present a report on a person and/or site of significance to the local community.

		Unit 1	Unit 2
History	Y3	**Investigating celebrations, commemorations and community diversity** Inquiry question/s: • How and why do people choose to remember significant events of the past? • What is the nature of the contribution made by different groups and individuals in the community? In this unit students: • investigate the celebration and commemoration of significant events in their lives, their local community and other places around the world • use provided sources to examine the significance of these celebrations and commemorations from a range of perspectives including Aboriginal peoples and Torres Strait Islander peoples and other identified cultural groups linked to the history of the local area • pose questions about the enduring significance of these events, particularly through the use of symbols and emblems • recognise the historical features and diversity of their community • appreciate the remains of the past in the local area through a focus on events celebrated by the community and the contributions of different groups to the community.	**Exploring continuity and change in local communities** Inquiry question/s: • Who lived here first and how do we know? • How has our community changed? What features have been lost and what features have been retained? In this unit students: • plan and conduct research about continuity and change in the region or state/territory • pose a range of questions to guide research • identify sources and locate relevant information in sources to answer questions about the past • locate information in sources to explore the importance of Country and Place to Aboriginal peoples and Torres Strait Islander peoples who belong to a local area or region • recognise and appreciate the historical features and remains of the past in a local area • record information from sources, including oral stories from Aboriginal or Torres Strait Islander Elders • use a range of communication forms including texts to explain aspects of continuity and change over time in the region or state/territory.

		Unit 1	Unit 2
History	Y4	**Investigating European exploration and the movement of peoples** Inquiry question/s: • How and why do people choose to remember significant events of the past? • What is the nature of the contribution made by different groups and individuals in the community? In this unit students • investigate the celebration and commemoration of significant events in their lives, their local community and other places around the world • use provided sources to examine the significance of these celebrations and commemorations from a range of perspectives including Aboriginal peoples and Torres Strait Islander peoples and other identified cultural groups linked to the history of the local area • pose questions about the enduring significance of these events, particularly through the use of symbols and emblems • recognise the historical features and diversity of their community • appreciate the remains of the past in the local area through a focus on events celebrated by the community and the contributions of different groups to the community.	**Investigating the impact of colonisation** Inquiry question/s: • What was life like for Aboriginal people and/or Torres Strait Islander peoples before the arrival of the Europeans? • What was the nature and consequence of contact between Aboriginal people and/or Torres Strait Islander peoples and early traders, explorers and settlers? In this unit students: • recognise Aboriginal and Torres Strait Islander histories as part of the shared history belonging to all Australians • appreciate the longevity and richness of the history of Aboriginal peoples and Torres Strait Islander peoples • investigate the histories, cultures and daily lives of Aboriginal peoples and Torres Strait Islander peoples prior to contact with others • pose questions about the effect of colonisation, particularly the arrival of early traders, explorers and settlers on Aboriginal peoples and Torres Strait Islander peoples • use provided sources to identify points of view and examine the impact of these interactions on families and the environment • describe the experiences of a group over time identifying events that brought change.

		Unit 1	Unit 2
History	Y5	**Exploring the development of British colonies in Australia** Inquiry question/s: • How did an Australian colony develop over time and why? • How did colonial settlement change the environment? • What do we know about the lives of people in Australia's colonial past and how do we know? In this unit students: • recognise key events in Australia of the 1800s • appreciate how Australians came to live together and were governed overtime • sequence key events related to the development of British colonies in Australia. • investigate the economic, political and social motivations behind colonial developments, particularly the establishment of the Moreton Bay colony in Queensland, • use provided sources to examine and describe aspects of daily life in the early to mid-1800s • locate information in sources about the reasons for migration to the colonies by people from Europe during the mid-1800s • use provided sources to examine and describe the impacts of colonisation on the environment and Aboriginal peoples	**Investigating the colonial period in Australia** Inquiry question/s: • What were the significant events and who were the significant people that shaped Australian colonies? • What do we know about the lives of people in Australia's colonial past and how do we know? In this unit students: • recognise key events in Australia of the 1800s • appreciate how Australians came to live together and were governed overtime investigate the causes and effects of significant developments or events affecting development of the Queensland colony, for example, frontier conflicts and the Gold Rush. • pose questions about the reasons people migrated to Australia from Europe and Asia • use provided sources to examine and describe the experiences of and the contributions of significant individuals or groups to life in the colonies • compose and present a description of the contribution of a significant individual or group to shaping colonial Australia.

		Unit 1	Unit 2
History	Y6	**Exploring the development of the Australian nation** Inquiry questions: • Why and how did Australia become a nation? • How did Australian society change throughout the twentieth century? In this unit students: • recognise key events in the development of Australia as a nation • appreciate how Australians came to live together and were governed overtime • investigate Australia's path to Federation from the late 1800s to 1901 • examine sources presenting different perspectives on Federation and preferred models of government, including British and American influences on Australia's system of law and government • describe the experiences of Australian democracy and citizenship by a range of groups, including the status and rights of Aboriginal peoples and/or Torres Strait Islander peoples • identify continuity or change • explain the significance of individuals or groups who advocated for rights or were the beneficiaries of polices and legislation.	**Investigating the emergence of Australia as a diverse society** Inquiry questions: • Who were the people who came to Australia? Why did they come? • What contribution have significant individuals and groups made to the development of Australian society? In this unit students: • recognise key events in Australia's economic and social development • appreciate how Australians came to live and work together • examine the growth of the Australian population in the twentieth century • appreciate how world events affected the development of Australian society during this time • compare the factors which contributed to people migrating to Australia • identify the reasons behind migration stories • explore the significance of individual narratives from oral and written histories.

		Unit 1	Unit 2	Unit 3
History	Y7A	**Investigating the ancient past** Focus question: • How do historians and archaeologists investigate the past and what are the problems they encounter? In this unit students: • identify the tools, techniques and methods used by historians and archaeologists to investigate history • explore the range of sources that can be used in an historical investigation and the usefulness of these sources • investigate a historical mystery from Ancient Australia that has challenged historians or archaeologists • appreciate the importance of conserving remains of the ancient past.	**The Asian world — China** Focus question: • What are the defining characteristics of ancient China and what are its legacies? In this unit students: • explore the physical features of China and how they influenced the civilisation that developed there • investigate significant beliefs, values and practices of Chinese society • identify and understand the roles of key groups in ancient Chinese society • investigate the role of a significant individual and how they have been perceived by contemporaries and later historians • examine the extent of contacts and conflicts within and/or with other societies and the resulting developments.	**The Mediterranean world — Rome** Focus question: • What are the defining characteristics of ancient Rome and what are its legacies? In this unit students: • explore the physical features of ancient Rome and Italy and how they influenced the civilisation that developed there • investigate significant beliefs, values and practices of Roman society • identify and understand the roles of key groups in ancient Roman society • investigate the role of a significant individual and how they have been perceived by contemporaries and later historians • examine the extent of contacts and conflicts within and/or with other societies and the resulting developments.

Teaching and learning term overview: P - 7

The Arts

		Unit 1	Unit 2	Unit 3	Unit 4
Arts	Prep	**Active Learning Processes: Imagining and responding**: Students experiment with materials and processes in a variety of creative, imaginative and innovative ways. They discuss and respond to the qualities of their own and others' representations, experiences and artistic works.			

		Unit 1	Unit 2	Unit 3	Unit 4
Arts	Y1	Students use their creativity, imagination and senses to express their ideas, experiences and feelings through Dance, Drama, Music, Media and Visual Art. They begin to develop their aesthetic understandings of arts elements and languages. They create their own arts works, and present and respond to their own and others' arts works, considering particular audiences and particular purposes. They see the place of the arts in people's work and community lives. Students gain awareness of the diversity of Aboriginal and Torres Strait Islander artists, arts works and practices, and understand some of the protocols regarding Indigenous arts works. **Dance involves using the human body to express ideas, considering particular audiences and particular purposes, through dance elements in movement phrases.** • Directions, levels, shapes and pathways are used to move in space within movement phrases *e.g. using forwards direction, a low level on the ground, curved shapes and a straight pathway to move within a space.* • Fast and slow movements are used to change timing in movement phrases *e.g. using fast movements in a traditional Aboriginal dance to express the quick actions of an animal.* **Drama involves using dramatic elements and conventions to express ideas, considering particular audiences and particular purposes, through dramatic action based on real or imagined events.** • Purpose and context are used to shape roles, language, place and space to express ideas *e.g. pretending to be a ringmaster within a circus scene.* *and glue sculpture about dreams and sleep.* • *Role can be established using movement, voice, performance space, cues and turn-taking* *e.g. pretending to be someone else within a given or original story.* **Media involves constructing meaning by using media languages and technologies to express representations, considering particular audiences and particular purposes.** • Representations in media texts can be either real or imagined, and are created for particular audiences and purposes *e.g. using animal characters in sketches and drawings for a children's film on road safety.* **Visual Art involves using visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering particular audiences and particular purposes, through images and objects.** • Regular, irregular, open, enclosed, overlapped and adjacent shapes are used to create categories and position *e.g. using a variety of rectangular shapes together in a painting to represent buildings in a town.*			

		Unit 1	Unit 2	Unit 3	Unit 4
Arts	Y2	Students use their creativity, imagination and senses to express their ideas, experiences and feelings through Dance, Drama, Music, Media and Visual Art. They begin to develop their aesthetic understandings of arts elements and languages. They create their own arts works, and present and respond to their own and others' arts works, considering particular audiences and particular purposes. They see the place of the arts in people's work and community lives. Students gain awareness of the diversity of Aboriginal and Torres Strait Islander artists, arts works and practices, and understand some of the protocols regarding Indigenous arts works. **Drama involves using dramatic elements and conventions to express ideas, considering particular audiences and particular purposes, through dramatic action based on real or imagined events.** • Dramatic action is structured by being in role and building storydramas e.g. developing a beach story with different characters, such as surfers, lifeguards, swimmers, joggers and sharks. **Media involves constructing meaning by using media languages and technologies to express representations, considering particular audiences and particular purposes.** • Representations in media texts can be either real or imagined, and are created for particular audiences and purposes *e.g. using animal characters in sketches and drawings for a children's film on road safety.* **Visual Art involves using visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering particular audiences and particular purposes, through images and objects.** • Texture is used to create variation and repetition *e.g. using rough and smooth fabrics and paper to create different surfaces in a collage.*			

		Unit 1	Unit 2	Unit 3	Unit 4
Arts	Y3	Students use their creativity, imagination and senses to express their ideas, experiences and feelings through Dance, Drama, Music, Media and Visual Art. They begin to develop their aesthetic understandings of arts elements and languages. They create their own arts works, and present and respond to their own and others' arts works, considering particular audiences and particular purposes. They see the place of the arts in people's work and community lives. Students gain awareness of the diversity of Aboriginal and Torres Strait Islander artists, arts works and practices, and understand some of the protocols regarding Indigenous arts works. **Dance involves using the human body to express ideas, considering particular audiences and particular purposes, through dance elements in movement phrases.** • Percussive and sustained movement qualities are used to change energy in movement phrases *e.g. representing a robot by stop-and-start energy changes in movement.* • Structuring devices, including repetition and narrative forms, are used to organise movement phrases *e.g. using a nursery rhyme to structure a dance story.* **Drama involves using dramatic elements and conventions to express ideas, considering particular audiences and particular purposes, through dramatic action based on real or imagined events.** • Dramatic action is structured by being in role and building storydramas *e.g. developing a beach story with different characters, such as surfers, lifeguards, swimmers, joggers and sharks.* **Media involves constructing meaning by using media languages and technologies to express representations, considering particular audiences and particular purposes.** • Still and moving images, sounds and words are used in media texts *e.g. using still and moving images, sounds and words in a television advertisement.* • Media techniques and practices, including crop, print, record/capture and sequence images, sounds and words, are used to create media texts *e.g. cropping a digital image to create a close-up from a long shot.* **Visual Art involves using visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering particular audiences and particular purposes, through images and objects.** • Warm (red, orange, yellow) and cool (blue, green, purple) colour schemes, and mixed and complementary colours, are used to create tone and variation *e.g. using cool colours to suggest calm in a paper and glue sculpture about dreams and sleep.* • Line is used to suggest movement and direction *e.g. using heavy, straight lines to suggest the swiftness of a cheetah running or soft, squiggly lines to suggest the slowness of a flowing river.*			

		Unit 1	Unit 2	Unit 3	Unit 4
Arts	Y4	Students use their creativity, imagination and senses to express their observations, values and beliefs in personal and community contexts through Dance, Drama, Music, Media and Visual Art. They develop their aesthetic understandings of arts elements and languages. They create their own arts works and present and respond to their own and others' arts works, considering different audiences and different purposes. They are aware that people of all ages and backgrounds choose to work in arts or arts-related careers. Students recognise that past and present experiences of artists influence the ways in which Aboriginal and Torres Strait Islander knowledges, peoples, histories, cultures, protocols and relationships are represented and valued in Indigenous arts works. **Dance involves using the human body to express ideas, considering different audiences and different purposes, by selecting dance elements in short movement sequences.** • Gross and fine motor movements, including locomotor and non-locomotor, are used to create actions for short movement sequences *e.g. jumping and rotating hands at the wrist.* • Group formations are used to organise dancers in short movement sequences *e.g. placing dancers in a V formation within the space.* **Drama involves selecting dramatic elements and conventions to express ideas, considering different audiences and different purposes, through dramatic action based on real or imagined events.** • Role and status of relationships can be maintained using movement, including posture, gesture and body position, and expression of voice *e.g. moving, speaking and reacting differently as a king, compared with as a servant.* • Purpose and context guide the selection of time frames, language, place and space to express ideas *e.g. altering time frames by starting at the end of a story and retelling it from that perspective.* **Media involves selecting media languages and technologies to create representations and construct meaning, considering different audiences and different purposes.** • Still and moving images, sounds and words are selected to construct media texts *e.g. using a soundtrack to accompany a visual sequence to create a particular mood.* **Visual Art involves selecting visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering different audiences and different purposes, through images and objects.** • Colour shades (adding black to a colour) and tints (adding colour to white) are used to create balance, contrast and patterns *e.g. using light colours to bring objects forward in a painting, while using dark colours to make objects recede.* • Continuous, broken and hatched lines are used to create balance, contrast, space and patterns *e.g. using broken and hatched marks to show contrast of light and dark.*			

		Unit 1	Unit 2	Unit 3	Unit 4
Arts	Y5	Students use their creativity, imagination and senses to express their observations, values and beliefs in personal and community contexts through Dance, Drama, Music, Media and Visual Art. They develop their aesthetic understandings of arts elements and languages. They create their own arts works and present and respond to their own and others' arts works, considering different audiences and different purposes. They are aware that people of all ages and backgrounds choose to work in arts or arts-related careers. Students recognise that past and present experiences of artists influence the ways in which Aboriginal and Torres Strait Islander knowledges, peoples, histories, cultures, protocols and relationships are represented and valued in Indigenous arts works. **Dance involves using the human body to express ideas, considering different audiences and different purposes, by selecting dance elements in short movement sequences.** • Simple rhythmic patterns are used for timing of movements in short movement sequences *e.g. moving to simple and time signatures.* • Structuring devices, including contrast and canon forms, are used to organise short movement sequences *e.g. using different levels in a group shape; repeating an arm movement one after the other down a line of dancers.* **Drama involves selecting dramatic elements and conventions to express ideas, considering different audiences and different purposes, through dramatic action based on real or imagined events.** • Purpose and context guide the selection of time frames, language, place and space to express ideas *e.g. altering time frames by starting at the end of a story and retelling it from that perspective.* • Dramatic action is structured through storytelling, improvisation and extended roleplays *e.g. presenting an interpretation of stories originating from the Torres Strait Islands.* **Media involves selecting media languages and technologies to create representations and construct meaning, considering different audiences and different purposes.** • Media techniques and practices, including layout, storyboard and manipulation of images, sounds and words, are used to create media texts *e.g. changing the order of frames in a traditional or non-traditional comic strip to create different versions of a narrative.* • Representations in media texts are selected from different settings, including time and place, and for different audiences and purposes *e.g. using altered digital images of the school to portray it as a different place in an audiovisual presentation.* **Visual Art involves selecting visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering different audiences and different purposes, through images and objects.** • Curved, angular, symmetrical, asymmetrical and overlapping shapes are used to create balance, contrast and patterns *e.g. using repeated shapes in a wax-resist painting to create a visual pattern.* • Texture creates contrast and patterns using lines, rubbings and markings *e.g. using feathery marks that contrast with smooth rubbings in clay sculptures; a pencil drawing of a tree showing smooth leaves and rough bark.*			

		Unit 1	Unit 2	Unit 3	Unit 4
Arts	Y6	Students use their creativity, imagination and senses to express ideas about social, cultural, historical and spiritual contexts through Dance, Drama, Music, Media and Visual Art. They extend their aesthetic understandings of arts elements and languages. They create their own arts works and present and respond to their own and others' arts works, considering intended audiences and intended purposes. They recognise that there are many different arts disciplines and that people may choose to work as artists or use their expressive capabilities in other areas of their recreational and working lives. Students understand that Aboriginal and Torres Strait Islander arts works are expressions of knowledge, complex relationships and diverse perspectives. They use protocols relating to Aboriginal and Torres Strait Islander arts works. **Dance involves using the human body to express ideas, considering intended audiences and intended purposes, by modifying dance elements in movement sequences.** • Combinations of simple and compound time signatures are used to modify timing of movements in sequences *e.g. moving to mixture of and time signatures.* • Suspending and vibrating movement qualities are used to modify energy *e.g. using quick pulsating movements to represent a racing heartbeat; using slow floating movements to represent the land.* **Drama involves modifying dramatic elements and conventions to express ideas, considering intended audiences and intended purposes, through dramatic action based on real or imagined events.** • Roles and characters can be presented from different perspectives and in different situations, using variations in voice, movement and focus *e.g. presenting land-user, traditional owner, environmentalist and government representative roles in an environmental issues drama.* • Purpose and context are considered when modifying mood, time frames, language, place and space, and are used to express ideas *e.g. changing mood of tired and depressed shipwreck survivors when a rescue boat is sighted.* **Media involves constructing meaning, considering intended audiences and intended purposes, by modifying media languages and technologies to create representations.** • Media techniques and practices, including editing and publishing, are used to create media texts *e.g. using* digital *editing techniques to produce a DVD.* **Visual Art involves modifying visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering intended audiences and intended purposes, through images and objects.** • Negative space and positive shape are used to create abstraction, non-representation and proportion *e.g. using photographs of natural shapes in their environments to focus on negative spaces and positive shapes and thus show effects of light and dark.* • Descriptive and emotive lines are used to create abstraction, proportion and symbolism *e.g. using fluid lines to show an emotional response to a stimulus.*			

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Arts	Y7	Students use their creativity, imagination and senses to express ideas about social, cultural, historical and spiritual contexts through Dance, Drama, Music, Media and Visual Art. They extend their aesthetic understandings of arts elements and languages. They create their own arts works and present and respond to their own and others' arts works, considering intended audiences and intended purposes. They recognise that there are many different arts disciplines and that people may choose to work as artists or use their expressive capabilities in other areas of their recreational and working lives. Students understand that Aboriginal and Torres Strait Islander arts works are expressions of knowledge, complex relationships and diverse perspectives. They use protocols relating to Aboriginal and Torres Strait Islander arts works. Combinations of locomotor and non-locomotor movements are used to create actions for movement sequences *e.g. combining leaping, extending arms and dropping to the ground.* • Directional focus is used to draw attention in space in movement sequences *e.g. extending arms to stage right to draw the audience's attention to a focus.* Structuring devices, including transitions, motifs and improvisation forms, are used to organise movement sequences *e.g. representing anger with a recurrent theme or pattern (motif) of strong fists.* **Drama involves modifying dramatic elements and conventions to express ideas, considering intended audiences and intended purposes, through dramatic action based on real or imagined events.** • Dramatic action is interpreted, prepared and shaped through scenarios and scripts *e.g. using a student-devised script on a school-based issue such as bullying.* **Media involves constructing meaning, considering intended audiences and intended purposes, by modifying media languages and technologies to create representations.** • Still and moving images, sounds and words are applied and modified, using genre conventions, to construct media texts *e.g. using conventions such as studio interviews, narration, commentary and dramatic re-enactment in a radio, video or web-based documentary on Australian Indigenous land rights.* • Representations in media texts have specific purposes and are modified to maximise audience impact *e.g. using eye-catching images, slogans and jingles for a marketing campaign for a new product to target a teenage audience; using appropriate media images of Aboriginal peoples in a promotional video for a local context.* **Visual Art involves modifying visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering intended audiences and intended purposes, through images and objects.** • Blended, controlled and symbolic colour is used to create depth, representation and symbolism *e.g. using mixed and blended colour to add depth in abstract paintings.* • Actual, invented and simulated textures are used to create depth, representation and non-representation *e.g. using texture in a collograph print to express ideas about water without using representational imagery.*							

Teaching and learning term overview: P – 7

Design and Technology, ICT

		Unit 1	Unit 2	Unit 3	Unit 4
DTI	Prep	**Communicating with ICT** **Active Learning Processes: Investigating Technology:** Students investigate technology and consider how it affects everyday life. • Use word processing software to apply basic formatting conventions such as bold, italics, underline font size and style for the intended audience and purpose • Know that ICT can be used to communicate meanings in different situations • Interact with presentation software and understand its value in enhancing communication • Participate in collaborative online projects such as book raps and travel buddies • Participate in online events via the Learning Place e.g. online literature festival • Use images and sounds in presentations • Use word processing software to convey messages and meanings for specific audiences **Operating ICT** • Locate keys on keyboard and operate major keyboard functions • Identify and use correct terms to name visible system components such as keyboard, monitor, screen & mouse • Demonstrate awareness of correct posture, reach and need for comfortable vision • Connect and disconnect devices with care • Select and use navigation features in interactive stories, learning objects and teacher-selected websites • Identify the function of some ICT devices such as digital camera and printer • Log on to school network using keyboard and mouse • Use & manipulate the mouse including 'click and drag' • Safely handle DVDs/CD and USB devices and insert them into the appropriate location • Engage with software for word processing, concept mapping, drawing and creating presentations • Save digital work regularly while working • Use 'save' and 'save as' intentionally • Follow a simple folder structure when saving and retrieving files • Discuss the need to save while working **Inquiring with ICTs** • Use learning objects and simulations in the inquiry process • Interpret and evaluate information from digital resources • Navigate digital resources relevant to an inquiry **Creating With ICT** • Use digital tools to create personal products and explore different ways to change and refine creations • Produce representations of concepts, ideas and experiences using digital tools, including painting and drawing software • Contribute ideas for a class digital product • Reflect on the use of digital tools to refine creation **Ethics, Issues & ICT** • Show an understanding of netiquette by using positive social skills and considering others while online • Are aware of ethical and unethical ICT communications including appropriate choice of language in emails • Relate stranger danger to online environments and understand why access to certain websites is restricted • Understand the importance of correct posture while working on the computer • Comply with school expectations and protocols when using ICTs • Develop sand understanding of safe and responsible ICT practices through discussion and observation of practice			

		Unit 1	Unit 2	Unit 3	Unit 4
DTI	Y1	**Communicating with ICT** • Use editing processes and tools such as spell check to improve the clarity of digital communications • Read and write simple email messages to a known audience • Consider the purpose of email • Understand that editing tools in word processing are used to improve the quality of text for improved communication • Know that ICT can be used to communicate meanings in different situations • Interact with presentation software and understand its value in enhancing communication • Participate in online events via the Learning Place e.g. online literature festival • Use images and sounds in presentations **Operating ICT** • Locate keys on keyboard and operate major keyboard functions • Demonstrate awareness of correct posture, reach and need for comfortable vision • Select and use navigation features in interactive stories, learning objects and teacher-selected websites • Identify the function of some ICT devices such as digital camera and printer • Log on to school network using keyboard and mouse • Log off and shut down a computer after use • Use & manipulate the mouse including 'click and drag' • Safely handle DVDs/CD and USB devices and insert them into the appropriate location • Engage with software for word processing, concept mapping, drawing and creating presentations • Save digital work regularly while working • Use 'save' and 'save as' intentionally • Create, name and rename folders • Identify places and devices for storing data • Understand the function of homepage, hyperlinks and navigation bars in websites • Follow hyperlinks to view web pages • Recognise and select features from options on a toolbar, including select, copy, paste, font, bullets and numbering **Inquiring with ICTs** • Interpret and evaluate information from digital resources • Suggest key words for class internet searches • Conduct simple internet searches for information using a common search engine • Identify where information can be located from safe online resources **Creating With ICT** • Use digital tools to create personal products and explore different ways to change and refine creations • Produce representations of concepts, ideas and experiences using digital tools, including painting and drawing software • Contribute ideas for a class digital product • Reflect on the use of digital tools to refine creations **Ethics, Issues & ICT** • Are aware of ethical and unethical ICT communications including appropriate choice of language in emails • Recognise the significance of private passwords and use and maintain passwords for access to files and the school network • Relate stranger danger to online environments and understand why access to certain websites is restricted • Comply with school expectations and protocols when using ICTs • Develop sand understanding of safe and responsible ICT practices through discussion and observation of practice			

		Unit 1	Unit 2	Unit 3	Unit 4
DTI	Y2	**Communicating with ICT** • Use word processing software to apply basic formatting conventions such as bold, italics, underline font size and style for the intended audience and purpose • Correctly compose an email, including recipient address, subject, greeting and closing • Consider the purpose of the email • Understand that editing tools in word processing are used to improve the quality of text for improved communication • Interact with presentation software and understand its value in enhancing communication • Participate in online events via the Learning Place e.g. online literature festival • Use images and sounds in presentations • Reflect on the purpose of combining sounds and images to enhance communication • Consider the benefits of participating in online chats • Use word processing software to convey messages and meanings for specific audiences **Operating ICT** • Locate keys on keyboard and operate major keyboard functions • Demonstrate awareness of correct posture, reach and need for comfortable vision • Select and use navigation features in interactive stories, learning objects and teacher-selected websites • Identify the function of some ICT devices such as digital camera and printer • Safely handle DVDs/CD and USB devices and insert them into the appropriate location • Engage with software for word processing, concept mapping, drawing and creating presentations • Create, name and rename folders • Understand that data can be transferred between devices • Save and retrieve files to and from locations **Inquiring with ICTs** • Interpret and evaluate information from digital resources **Creating With ICT** • Use digital tools to create personal products and explore different ways to change and refine creations • Produce representations of concepts, ideas and experiences using digital tools, including painting and drawing software • Contribute ideas for a class digital product • Reflect on the use of digital tools to refine creations **Ethics, Issues & ICT** • Are aware of ethical and unethical ICT communications including appropriate choice of language in emails • Understand that the Internet can be a place for sharing material and that it is not appropriate to copy large amounts of information • Recognise the significance of private passwords and use and maintain passwords for access to files and the school network • Relate stranger danger to online environments and understand why access to certain websites is restricted • Comply with school expectations and protocols when using ICTs • Develop sand understanding of safe and responsible ICT practices through discussion and observation of practice			

		Unit 1	Unit 2	Unit 3	Unit 4
DTI	Y3	**Communicating with ICT** • Use word processing software to apply basic formatting conventions such as bold, italics, underline font size and style for the intended audience and purpose • Correctly compose an email, including recipient address, subject, greeting and closing • Consider the purpose of the email • Understand that editing tools in word processing are used to improve the quality of text for improved communication • Interact with presentation software and understand its value in enhancing communication • Participate in online events via the Learning Place e.g. online literature festival • Use images and sounds in presentations • Reflect on the purpose of combining sounds and images to enhance communication • Consider the benefits of participating in online chats • Use word processing software to convey messages and meanings for specific audiences **Operating ICT** • Demonstrate awareness of correct posture, reach and need for comfortable vision • Select and use navigation features in interactive stories, learning objects and teacher-selected websites • Identify the function of some ICT devices such as digital camera and printer • Log on to school network using keyboard and mouse • Log off and shut down a computer after use • Safely handle DVDs/CD and USB devices and insert them into the appropriate location • Engage with software for word processing, concept mapping, drawing and creating presentations • Follow a simple folder structure when saving and retrieving files • Create, name and rename folders • Identify places and devices for storing data • Follow hyperlinks to view web pages • Save and retrieve files to and from locations **Inquiring with ICTs** • Use learning objects and simulations in the inquiry process • Interpret and evaluate information from digital resources • Navigate digital resources relevant to an inquiry • Suggest key words for class internet searches • Conduct simple internet searches for information using a common search engine • Know that a search engine can be used to locate information on topics of interest • Identify where information can be located from safe online resources • Consider how useful the information was to their purpose • Reflect in the benefits of ICT in meeting the inquiry process **Creating With ICT** • Use digital tools to create personal products and explore different ways to change and refine creations • Produce representations of concepts, ideas and experiences using digital tools, including painting and drawing software • Contribute ideas for a class digital product. * Reflect on the use of digital tools to refine creation **Ethics, Issues & ICT** • Understand safe and responsible ICT practices (Relate stranger danger to online environments and understand why access to certain websites is restricted) • Are aware of ethical and unethical ICT communications including appropriate choice of language in emails (Comply with school expectations and protocols when using ICTs) • Understand that the Internet can be a place for sharing material and that it is not appropriate to copy large amounts of information • Recognise the significance of private passwords and use and maintain passwords for access to files and the school network			

		Unit 1	Unit 2	Unit 3	Unit 4
DTI	Y4	Communicating with ICT • Use a range of online communication tools to share ideas and information • Use digital concept mapping tools to present ideas and show relationships between main ideas and supporting details • Use spreadsheet software to present data and communicate findings • Determine and select appropriate communication devices for particular audience and purpose • Use word processing, publishing and presentation software to convey messages and meanings for specific audiences through texts and images • Know that digital texts can be edited to improve the effectiveness of communication • Use word processing, publishing and presentation software to convey messages and meanings for specific audiences through text and images • Use editing features of software such as spelling and grammar tools to improve writing for publication • Use correct conventions of the email genre when composing and sending messages • Compose email to suit purpose and audience and use electronic address list to communicate with groups **Operating ICT** • Use a digital camera to capture images • Navigate in virtual and software environments including learning objects, games, websites and publishing software • Navigate spreadsheet software to explore, record and collate data, perform simple statistical calculations, construct simple tables and graphs, change values and observe results, format data and transfer to writing or publishing • Use digital photograph and movie making software • Use a range of input, output and storage devices, understand how these devices work together and select the devices most suited to specific tasks • Organise and digitally store information, images, sound files and references to information sources for later retrieval and use • Use editing features to improve drafts of writing, presentations, email and publishing products • Use and understand common choices within the file menu of different applications • Reflect on the choice of software to complete a specific task • Have keyboard proficiency • Independently log on and off school network • Use concept mapping software to represent related ideas and information diagrammatically • Access help features within programmes when required **Inquiring with ICT** • Select and use ICT appropriate to the inquiry including online and database formats • Conduct simple internet searches for information and digital content • Apply useful key words and phrases when searching for information online • Evaluate data and information gathered for usefulness, credibility, relevance and accuracy **Creating with ICT** • Articulate the benefits of creating a digital product **Ethics, Issues & ICT** • Identify and acknowledge the owner/creator of digital sources and cite online references consistently following agreed conventions • Apply codes of practice that promote safety, responsibility and respect when working in online and stand-alone ICT environments • Use positive social skills consistently in ICT communication • Use and maintain personal passwords for access to files and the school network • Consolidate their understanding of netiquette, such as showing respect for others when communicating in online environments • Relate stranger danger to online environments and understand why access to certain websites is restricted • Comply with school expectations and protocols when using ICTs			

		Unit 1	Unit 2	Unit 3	Unit 4
DTI	Y5	**Communicating with ICT** • Use a range of online communication tools to share ideas and information • Use digital concept mapping tools to present ideas and show relationships between main ideas and supporting details • Determine and select appropriate communication devices for particular audience and purpose • Use word processing, publishing and presentation software to convey messages and meanings for specific audiences through texts and images • Know that digital texts can be edited to improve the effectiveness of communication • Use word processing, publishing and presentation software to convey messages and meanings for specific audiences through text and images • Use editing features of software such as spelling and grammar tools to improve writing for publication • Use correct conventions of the email genre when composing and sending messages • Compose email to suit purpose and audience and use electronic address list to communicate with groups • Use consistent text and image formatting and page designs in digital products • Participate in collaborative online projects with peers and online experts **Operating ICT** • Use a digital camera to capture images • Navigate in virtual and software environments including learning objects, games, websites and publishing software • Navigate spreadsheet software to explore, record and collate data, perform simple statistical calculations, construct simple tables and graphs, change values and observe results, format data and transfer to writing or publishing • Use digital photograph and movie making software • Use editing features to improve drafts of writing, presentations, email and publishing products • Use concept mapping software to represent related ideas and information diagrammatically • Access help features within programmes when required **Inquiring with ICT** • Select and use ICT appropriate to the inquiry including online and database formats • Conduct simple internet searches for information and digital content • Apply useful key words and phrases when searching for information online • Evaluate data and information gathered for usefulness, credibility, relevance and accuracy **Creating with ICT** • Plan, create and refine digital products for specific purposes in a range of KLA related contexts • Combine own text and/or images with imported materials to create products • Demonstrate ownership of digital work by naming, sharing and discussing products and gathering feedback • Design and create a multimedia presentation combining text, animation, graphics and sound • Create simple digital concept maps when planning to create products • Use ICT tools to repeat design elements to create patterns • Articulate the benefits of creating a digital product **Ethics, Issues & ICT** • Identify and acknowledge the owner/creator of digital sources and cite online references consistently following agreed conventions • Apply codes of practice that promote safety, responsibility and respect when working in online and stand-alone ICT environments • Use positive social skills consistently in ICT communication • Use and maintain personal passwords for access to files and the school network • Consolidate their understanding of netiquette, such as showing respect for others when communicating in online environments • Relate stranger danger to online environments and understand why access to certain websites is restricted • Comply with school expectations and protocols when using ICTs			

		Unit 1	Unit 2	Unit 3	Unit 4
DTI	Y6	**Communicating with ICT** • Collaborate online to solve problems, share ideas and communicate with people in different social and cultural contexts • Send and receive email messages with relevant files attached to personal acquaintances • Use digital devices to collect and share ideas and information • Design and produce digital texts, products and online publications using styles and templates suitable for a specific audience • Consistently use the editing features of software to improve the effectiveness of communication • Apply agreed communication conventions, protocols and netiquette when communicating online • Understand the purpose and relevance of text messaging as a form of communication **Operating ICT** • Use a digital camera, including changing image resolution and setting image effects • Use a digital video camera to create and edit recordings • Independently use school printers by making appropriate selections prior to printing, such as selecting the number of copies, page range and page orientation • Use spreadsheet functions to create tables, record, sort, calculate and present data, identify trends and to perform simple mathematical operations • Use concept mapping software to plan projects, record ideas and organise main ideas and supporting details and to present research findings • Select and use navigation features within learning objects, software, simulations and websites • Independently select and use appropriate devices for specify tasks • Transfer and process information from 1 ICT application and environment to another • Use a scanner to create a digital file from a hard copy image • Use formatting, editing and layout options in word processing software to manipulate content appropriate to text type • Manage and transfer data between school and electronic environments & implement a set of backup procedures for personal data • Know the memory capacity of storage devices & limitations of file size for email attachments **Inquiring with ICT** • Efficiently search by identifying key words and concepts • Participate in online challenges or webquests • Search for data, information and digital content using a range of information sources including online communication tools, such as blogs, wikis, RSS and data bases • Critically evaluate data and information gathered for usefulness, credibility, relevance, accuracy and reliability • Reference valid sources of information and acknowledge work of others **Creating with ICT** • Collect, combine and manipulate digital images, texts and sounds when creating digital products • Recognise and acknowledge products created by others • Use graphic organisers and digital concept mapping tools when planning to create products • Select appropriate devices and software to plan, create and refine digital products for specific purposes in a range of KLA related contexts • Use online communication tools to gather feedback to refine products **Ethics, Issues & ICT** • Communicate online with others with a password protected identity • Practice appropriate codes of conduct for ICT communications and consistently follow netiquette • Use responsible and respectful practices reflecting accepted values including sharing materials responsibly, respecting self and others • Comply with school expectations and protocols when using ICTs			

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
DTI	Y7	**Communicating with ICT** • Collaborate online to solve problems, share ideas and communicate with people in different social and cultural contexts • Send and receive email messages with relevant files attached to personal acquaintances • Use digital devices to collect and share ideas and information • Design and produce digital texts, products and online publications using styles and templates suitable for a specific audience • Apply agreed communication conventions, protocols and netiquette when communicating online • Reflect on participation in a collaborative online project • Select and use a variety of digital media to improve communication by matching tools to purpose, social context and audience **Operating ICT** • Use a digital camera, including changing image resolution and setting image effects • Use a digital video camera to create and edit recordings • Independently use school printers by making appropriate selections prior to printing, such as selecting the number of copies, page range and page orientation • Have keyboard proficiency including use of shortcuts for copying, cutting and pasting • Independently use a range of input, output and storage devices for specific curriculum purposes • Select and use navigation features within learning objects, simulations, websites and software • Organise electronic folders and files in a clear, logical structure enabling efficient retrieval and saving of files • Describe the importance of using meaningful files • Use formatting, editing and layout options in word processing software to manipulate content appropriate to text type • Transfer and process information from one ICT application and environment to another • Recognise different file types • Reflect on how ICT devices can be used to complete a task more effectively • Differentiate between software types and select appropriate programmes to undertake specific curriculum tasks • Select and use navigation features within learning objects, software, simulations and websites • Independently select and use appropriate devices for specify tasks • Transfer and process information from 1 ICT application and environment to another • Use a scanner to create a digital file from a hard copy image • Use formatting, editing and layout options in word processing software to manipulate content appropriate to text type • Manage and transfer data between school and electronic environments & implement a set of backup procedures for personal data • Know the memory capacity of storage devices & limitations of file size for email attachments **Inquiring with ICT** • Efficiently search by identifying key words and concepts • Understand that social networking and interactive sites provide new and different sources of information and knowledge that may provide an individual perspective and subjective opinion but are not necessarily correct • Search for data, information and digital content using a range of information sources including online communication tools, such as blogs, wikis, RSS and data bases • Use digital concept maps to plan research projects and curriculum tasks by analysing the topic and identifying key aspects to research • Critically evaluate data and information gathered for usefulness, credibility, relevance, accuracy and reliability • Identify the inquiry focus of an investigation and match the appropriate digital information sources • Reference valid sources of information and acknowledge work of others • Consider how ICT assists in developing new understandings							

DTI	Y7	**Creating with ICT** • Collect, combine and manipulate digital images, texts and sounds when creating digital products • Recognise and acknowledge products created by others • Use graphic organisers and digital concept mapping tools when planning to create products • Select appropriate devices and software to plan, create and refine digital products for specific purposes in a range of KLA related contexts • Design and create an interactive website to share or present information • Use digital tools to duplicate elements in creations • Use online communication tools to gather feedback to refine products **Ethics, Issues & ICT** • Communicate online with others with a password protected identity • Practice appropriate codes of conduct for ICT communications and consistently follow netiquette • Understand the difference between ethical and unethical use of specific communication tools • Conform to intellectual property and copyright laws by acknowledging ownership of digital information and developing awareness of legislation surrounding digital theft and plagiarism • Comply with school expectations and protocols when using ICTs • Understand appropriate levels of personal information disclosure for specific online environments, including managing online identity by using anonymous nicknames, avatars and private passwords appropriately

Balance and Coverage of General Capabilities and Cross-Curriculum Priorities across P-7

Key	
	LIT Literacy **NUM** Numeracy **ICT** ICT competence **CCT** Critical and creative thinking **EB** Ethical behaviour **PSC** Personal and social competence **IU** Intercultural understanding Aboriginal and Torres Strait Islander histories and cultures **ASIA** Asia and Australia's engagement with Asia **SUST** Sustainability

		Term 1										Term 2										Term 3										Term 4									
										ASIA	SUST									ASIA	SUST								ASIA	SUST									ASIA	SUST
English	P	✓	✓		✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓			✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	
	1	✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2	✓		✓	✓	✓	✓	✓	✓			✓			✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	3	✓		✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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Thinking Strategies

Minimum Thinking Strategies covered per year level:

Higher Order Thinking Graphic Organisers Organisational Skills

HOT	**Prep**	• De Bono's Thinking Hats
Graphic Organiser		• De Bono's Thinking Hats – table format
Organisational Skills		• Sitting still • Concentration • Organising basic property

HOT	**Y1**	• De Bono's Thinking Hats
Graphic Organiser		• Y Chart - Senses
Organisational Skills		• Concentration • Organising basic property & stationary • Naming property & work

HOT	**Y2**	• De Bono's Thinking Hats
Graphic Organiser		• Venn Diagram – using sports hoops – oral only • X Chart
Organisational Skills		• Organising basic property & stationary • Naming property & work • Organising bookwork presentation – margins, line under titles, etc. • Beginning to plan thinking

HOT	**Y3**	• De Bono's Thinking Hats
Graphic Organiser		• Venn Diagram • Y & X Chart • BAR
Organisational Skills		• Organising bookwork presentation – margins, line under titles, etc. • Test knowledge (test formats, layouts, types of questions, etc) • Planning of thinking before writing.

HOT	**Y4**	• De Bono's Thinking Hats aligned with Bloom's Taxonomy
Graphic Organiser		• Venn Diagram • Y & X Chart • BAR • Multiple Intelligences
Organisational Skills		• Organising bookwork presentation – margins, line under titles, etc. • Test knowledge (test formats, layouts, types of questions, question words – who, what, where, why, etc) • Planning of thinking before writing.

HOT	**Y5**	• De Bono's Thinking Hats aligned with Bloom's Taxonomy
Graphic Organiser		• Venn Diagram • Y & X Chart • BAR • Multiple Intelligences
Organisational Skills		• Test knowledge (test formats, layouts, types of questions, etc) • Planning of thinking before writing. • Time management during test situations.

HOT	**Y6**	• Bloom's Taxonomy integrated into teaching • SCAMPER
Graphic Organiser		• Venn Diagram • Y & X Chart • BAR • Multiple Intelligences
Organisational Skills		• Planning of thinking during test situations. • Time management during test situations.

HOT	**Y7**	• Bloom's Taxonomy integrated into teaching • SCAMPER
Graphic Organiser		• Venn Diagram • Y & X Chart • BAR • Multiple Intelligences
Organisational Skills		• Planning of thinking during test situations. • Time management during test situations.

Moderation

Moderation is conducted every term either as a whole school or with another local primary school. Teachers are required to bring along graded work samples for each grade A, B, C, D, & E within a particular subject. Year levels engage in professional discussion around the samples in conjunction with the Australian Curriculum standards.

Term One – Monday, Week 7

Term Two – Monday, Week 6

Term Three – Monday, Week 7

Term Four – Monday, Week 6

Reporting

Teachers at Pialba State School plan, teach, assess and report using the Prep to Year 10 Australian Curriculum in English, Mathematics and Science. 2013 will see the integration of History. In learning areas where the Australian Curriculum is not available, teachers will continue to use the relevant Queensland curriculum as stated below:

- Prep teachers will continue to use the *Early Years Curriculum Guidelines* (*EYCG*)
- Years 1–7 teachers will use relevant areas of the *Queensland Essential Learnings and Standards.*