### 2012 Curriculum Overview

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
<th>Unit 6</th>
<th>Unit 7</th>
<th>Unit 8</th>
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</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td><strong>P</strong></td>
<td><strong>Exploring our new world</strong>&lt;br&gt;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.</td>
<td><strong>Enjoying stories</strong>&lt;br&gt;Students listen to and engage with a range of literary and non-literary texts to explore predictable structures and common visual patterns represented.</td>
<td><strong>Interacting with others</strong>&lt;br&gt;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.</td>
<td><strong>Responding to texts</strong>&lt;br&gt;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.</td>
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</table>
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.

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:

- Counting
- Understanding numbers to 10
- Copying
- Continuing and creating patterns
- Describing position and movement.

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.
<table>
<thead>
<tr>
<th>Science</th>
<th>Our living world</th>
<th>Our material world</th>
<th>Weather watch</th>
<th>I like to move it, move it</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this unit, 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.</td>
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<td>In this unit, students use their senses to examine familiar objects. They explore the materials of which these objects are made and their properties. Students will:</td>
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<td>- explore familiar objects to gather information about the material they are made from</td>
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<td>- respond to questions about everyday objects</td>
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<tr>
<td>- use their senses to make their observations about familiar objects</td>
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<td>- sort and classify objects on the basis of properties of materials</td>
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<td>- investigate the property of a material in a range of different objects</td>
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<td>- investigate an object (e.g. a cup) made from different materials (e.g. plastic, paper)</td>
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<td>- Select the most appropriate materials for the construction of an object and explain the reason for their choice.</td>
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<td>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:</td>
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<tr>
<td>- examine their current observations of the daily and seasonal changes</td>
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<td>- respond to questions about the weather, making observations using their senses</td>
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<td>- make links to how changes in the weather modify their behaviour and dress</td>
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<tr>
<td>- listen to the stories about how Aboriginal and Torres Strait Islander concepts of time and weather patterns explain how things happen</td>
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<tr>
<td>- Formulate generalisations about how changes in the weather might affect plants and animals.</td>
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<td>In this unit, students examine how things move. They draw conclusions about the factors influencing that movement. Students will:</td>
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<tr>
<td>- make observations of movement using their senses</td>
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<tr>
<td>- explore how familiar living things move</td>
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<td>- make links between the movement of living things and their size and shape</td>
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<tr>
<td>- make links between the movement of living things and their environment</td>
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<td>- explore the way different objects move</td>
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<td>- respond to questions about moving objects</td>
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<td>- investigate the movement of different-sized, but similar-shaped objects</td>
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<tr>
<td>- Construct an object that moves and explain factors influencing the movement.</td>
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</table>
### Time, continuity and change

Changes and continuities are identified through events, people’s contributions and the stories of local communities.

- Aboriginal people’s and Torres Strait Islander people’s continuous association with the land and the sea can be seen in stories and events that pre-date European colonisation.
- **Contributions of individuals and groups to communities can be identified by symbols and stories.**

**Task**

Students respond to a series of oral questions constructed from a class shared indigenous stimulus story demonstrating a depth of knowledge and understanding of ATSI people’s continuous association with the land and the sea.

(Refer to C2C English Prep Unit 1)

### Place and 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.
- **Resources and environments can be used, conserved and protected by valuing and applying sustainable practices**
- Maps have symbols to represent places and identify the relative position of features including landmarks and locations.

**Task**

Students identify and talk about a place within the school grounds explaining why it is of importance to them.

(Refer to C2C Science Prep Unit 1)

### Culture and 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.
- Aboriginal peoples and Torres Strait Islander peoples are Australia’s Indigenous peoples and their influences are evident and valued in Australian communities.
- Stories about significant events and individuals reflect cultural diversity in local and other Australian communities.
- Citizenship involves belonging to groups and communities and valuing different contributions and behaviours such as caring for other members.

**Task**

Students orally explain what being indigenous means and how indigenous knowledge of time and weather patterns is valued in our community.

(Refer to C2C Science Prep Unit 3)

### Political and 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.
- Democratic decision-making systems help people to live and work together in communities.
- Voting is used to make decisions and select leaders in democratic systems.
- Australians are connected to other people and places by shared interests, including travel, exchanging goods and services, and environmental issues.
- People and resources are involved in the production and consumption of familiar goods and services.

**Task**

Students orally describe how literature has connected indigenous and non-indigenous Australians to each other and the world.

(Refer to C2C English Prep Unit 4)
### Technology

Children think and enquire by:

- Investigating technology and considering how it affects everyday life

Task: Students orally recount the forms of technology that have been used to the class the impact of human activity and natural events. Students reflect on whether they have seen these being used at home.

(Refer to C2C Science Prep Unit 1 and 2)

Information, materials and systems (resources)
Resources are used to make products for particular purposes and contexts.
- Resources have characteristics that can be matched to design requirements.
- Simple techniques and tools are used to manipulate and process resources.

Task: Students construct something from a selection of materials explaining why those materials are the most appropriate for the intended purpose of the thing.

(Refer to C2C Science Prep Unit 2)

Technology as a human endeavour
Technology is part of our everyday lives and activities.
- Products include artefacts, systems and environments.
- Designs for products are influenced by purpose, audience and availability of resources.
- Technology and its products impact on everyday lives in different ways

Task: Students use their knowledge of the factors that influence movement and explain how different materials can be used to construct an object that will move.

(Refer to C2C Science Prep Unit 2)

### HPE

Cooperating kids:
Students develop movement skills in a range of different settings. Students also focus on cooperation games and following rules.

I choose health:
Students build a sense of wellbeing by making choices about their own and others’ health and safety with increasing independence.

Fitness is FUN!
Students see that PE is a fun, enjoyable pastime that can give you lifelong pleasure. Students derive enjoyment from PE by developing their gross and fine motor skills through modified ball games.

I choose health:
Students build a sense of wellbeing by making choices about their own and others’ health and safety with increasing independence.

Talking to your team:
Students participate in invasions games so means of developing students skill in establishing and maintaining effective communication and group skills. Focus on respecting differences and being considerate of other.

I choose health:
Students build a sense of wellbeing by making choices about their own and others’ health and safety with increasing independence.

Wet n’ wild:
Students see the benefits of aquatic activities that will include the development of stroke techniques.

I choose health:
Students build a sense of wellbeing by making choices about their own and others’ health and safety with increasing independence.

### The Arts

MUSIC
**Nursery rhymes and finger play:**
Students differentiate between speaking voice and singing voice. Students will be able to sing soh-me intervals in tune.

**Keeping the beat:**
Students respond to music by performing the beat using body percussion. Rhythms “ta” and “ti-ti” are introduced.

**Sounds around us:**
Students explore the sounds of unturned percussion, wood, and metal instruments. They will also consider environmental sounds such as ocean, wind, birds and rain.

**Let’s go to the circus:**
Students are introduced to dynamics and are able to identify music that is loud and soft. Students identify moods created by music in relation to circus drama.
Children generate, represent and respond to ideas, experiences and possibilities by:
• experimenting with materials and processes in a variety of creative, imaginative and innovative ways
• discussing and responding to the qualities of their own and others’ representations, experiences and artistic works.

Task Formative Assessment ongoing throughout the year as students are provided with opportunities to generate, represent and respond to ideas, experiences and possibilities through experimenting, discussing and responding in “the Arts” some interdisciplinary examples can be found below.
• Maths - continuing and creating patterns describing position and movement.
• Science- explore, observe and discuss the living world using the senses

(Refer to C2C Science Prep Unit 1 and Prep Mathematics Unit 2)

**POLLEY Resource
<table>
<thead>
<tr>
<th>1</th>
<th>Exploring emotion in picture books</th>
<th>Explaining how a story works</th>
<th>Exploring characters in stories</th>
<th>Engaging with poetry</th>
<th>Examining language of communication-Questioning</th>
<th>Retelling stories from other cultures:</th>
<th>Creating digital procedural texts:</th>
<th>Creating digital texts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text type: written and digital picture books and traditional tales</td>
<td>Text type: picture books and stories from their own and other cultures</td>
<td>Text type: spoken, written and multimodal literary texts</td>
<td>Text type: humorous poems</td>
<td>Unit focus: Students listen to, read and view a variety of humorous poems to identify and justify humour in poems. Students recite a humorous poem to the class and reflect on their recitation.</td>
<td>Unit focus: 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.</td>
<td>Unit focus: Students listen to, read, view and interpret picture books and stories from their own and other cultures to analyse and explain a familiar story.</td>
<td>Unit focus: Students listen to, read, view and interpret a variety of texts using animal characters. Students present an interview in pairs asking open and closed questions of an animal character.</td>
<td>Unit focus: Students listen to, read, view and interpret written and digital procedural texts to create digital innovation on a favourite story. Students present a spoken persuasive justification about the choices for their innovation.</td>
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<tr>
<td>1</td>
<td>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, Shape and Location and transformation students have opportunities to develop understandings of:</td>
<td>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:</td>
<td>In this unit students build upon Term one concepts. They will:</td>
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<td></td>
<td>- Numbers — recognising, modelling, counting and ordering numbers</td>
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<td>- Investigate, explore and describe patterns in number including partitioning and the use of number lines</td>
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<td>- Investigate, explore and describe patterns in number including partitioning and the use of number lines</td>
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<td>- Addition and subtraction — representing and solving simple problems</td>
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<td>- Skip count by twos, fives, and tens</td>
<td>- Skip count by twos, fives, and tens</td>
<td>- Skip count by twos, fives and tens</td>
<td>- Skip count by twos, fives and tens</td>
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<td>- Computation strategies — counting on and back</td>
<td>- Computation strategies — counting on and back</td>
<td>- Solve simple addition and subtraction problems</td>
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<td>- Money — describing and recording dollar coins and amounts</td>
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<td>- Measure using uniform informal units</td>
<td>- Measure using uniform informal units</td>
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<td>- Duration — using days and weeks</td>
<td>- Duration — using days and weeks</td>
<td>- Measure and compare the length and capacity of objects</td>
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<td>- Shape — recognising and describing 2D shapes and 3D objects according to geometric features.</td>
<td>- Shape — recognising and describing 2D shapes and 3D objects according to geometric features.</td>
<td>- Choose simple questions and gather responses</td>
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<td>- Represent data with objects and drawings.</td>
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<td>1</td>
<td><strong>Science</strong></td>
<td><strong>Living adventure</strong></td>
<td>In this unit, Students make links between external features of living things and the environment where they are found. Students predict consequences of environmental change of living things.</td>
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</table>
| **Material madness** | In this unit, students will explore physical changes occurring to familiar materials and apply this knowledge to create something they can use. Students will:  
- explore everyday materials and their observable properties, such as colour, shape, size, texture, and thickness  
- investigate how materials can be physically changed (e.g. bending, twisting, pulling, cutting, heating, cooling, painting)  
- analyse how physical changes affect familiar/unfamiliar materials  
- Create something useful by making physical changes to familiar materials. |
| **Changes around me** | In this unit, students will compare the changes that occur in the sky and landscape They will 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 will 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. |

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<thead>
<tr>
<th>1</th>
<th><strong>SOSE</strong></th>
<th><strong>How do we get along?</strong></th>
<th>Students identify what makes a good friend and identifies the qualities they want in a friend. Children sort friendly and unfriendly behaviors. Students will describe ways to work and play together.</th>
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<tbody>
<tr>
<td><strong>How does our community work together?</strong></td>
<td>Students investigate who works in our community and how they work together. Students email/write letters to organizations to gather information and plan for some to attend Under 8s Day.</td>
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<td><strong>My place (Indigenous Perspectives):</strong> Children explore concepts of belonging to groups of people and of belonging to places. Children participate in learning experiences about Aboriginal people’s relationships with family, community, environment, and place.</td>
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<td><strong>There’s more to the environment than birds, bees, and trees:</strong> Students explore the local community to identify built, social and natural features and construct a timeline to record changes and continuities. Students use a medium of choice to present their preferred future vision for their community.</td>
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### Technology

**1. Information, materials and systems (resources)**

Resources are used to make products for particular purposes and contexts.

- **Resources have characteristics that can be matched to design requirements.**
- **Simple techniques and tools are used to manipulate and process resources**

**Task**

Students select the most appropriate materials and then make a plane which they believe will fly. Students compare results and share their findings including whether the chosen resources were appropriate for the purpose and context.

(Refer to C2C Science Year 1-Unit 2 and Mathematics Units 3 and 4)

**Technology as a human endeavour**

Technology is part of our everyday lives and activities.

- **Products include artefacts, systems and environments.**
- **Designs for products are influenced by purpose, audience and availability of resources.**
- **Technology and its products impact on everyday lives in different ways.**

**Task:** Formative assessment of how resource availability influences the design of a product. Students reflect on prior science knowledge as the basis from which they make links to the production and consumption of a familiar item.

(Refer to C2C Science Year 1-Unit 4) (Links to the Year 1 SOSE Political and Economic Systems unit)

Refer to C2C Science Year 1-Unit 1)

### HPE

#### 1. PE

**Water works:**

Students develop water confidence, whilst also promoting safe water behaviours. Students also develop movement skills in a range of different settings.

**Fitness is fun:**

Students see that PE is a fun, enjoyable past-time that can give you lifelong pleasure. Students derive enjoyment from PE by developing their gross motor and fine motor skills through modified ball games.

**Talking to your team:**

Students participate in invasion games as a means of developing students’ skill in establishing and maintaining effective communication and group skills. Focus on respecting differences and being considerate of others.

**Wet n’ wild:**

Students see the benefits of aquatic activities that will include the development of stroke techniques.

### HEALTH

**Healthy me:**

Students classify food using the food plate as a guide and explain how our body uses different food groups. Students plan and make a healthy sandwich and justify their choice of fillings.

**Are you a safe cyclist?**

Students design a poster displaying one element of bike safety. Children help design and make a bike track on the oval. Students ride safely on the track to obtain a bike license.

### The Arts

**1. MUSIC**

- **MUSIC**
- **MUSIC**
- **MUSIC**
1 **DRAMA**

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.

- *Role can be established using movement, voice, performance space, cues and turn-taking*
- Purpose and context are used to shape roles, language, place and space to express ideas.
- *Dramatic action is structured by being in role and building story dramas.*

Task: Students create a short visual presentation demonstrating how an animal character would display a human quality. Students talk about how they used place, space, language and role to demonstrate their understanding of purpose and context.  
(Refer to C2C English Year 1-Unit 5)

1 **VISUAL ART**

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.

- *Warm (red, orange, yellow) and cool (blue, green, purple) colour schemes, and mixed and complementary colours, are used to create tone and variation.*
- *Line is used to suggest movement and direction.*
- Regular, irregular, open, enclosed, overlapped and adjacent shapes are used to create categories and position.
- *Texture is used to create variation and repetition*

Task: Students use regular, irregular, open, enclosed, overlapped and adjacent shapes to create categories and position in an Art Work they have created  
(Refer to C2C Maths Year 1-Units 1 and 2)

**I IMAGINE** – Online course exploring elements of art

1 **MEDIA**

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.*
- Media techniques and practices, including crop, print, record/capture and sequence images, sounds and words, are used to create media texts.
- *Representations in media texts can be either real or imagined, and are created for particular audiences and purposes.*

Task: Students discuss how Media Techniques and practices create media texts. Students orally instruct how to sequence one part of a multimodal text that utilises an image, word and sound.
| 2 | Reading, writing and performing poetry | Text types: a range of poems using imagery about a particular topic  
**Unit focus:** 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 | Text types: a variety of texts including traditional oral stories, simple biographies, plays and drama activities about families and friendships  
**Unit focus:** 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 | Text types: a variety of texts to explore how depictions of characters in print, sound and images create stereotypes  
**Unit focus:** Students create an imaginative digital written and spoken “Who am I?” of a stereotypical character and present to an audience of peers. |
|  | Responding persuasively to narratives | Text types: a variety of literary texts to explore how stereotypes are used to persuade audiences  
**Unit focus:** Students create a persuasive response comparing how the visual representations of a character are depicted differently in two publications of the same story, giving reasons for a particular preference. |
|  | Exploring procedural texts | Text types: a variety of everyday procedural texts and familiar stories that involve a procedure e.g. fairy tales, traditional stories and contemporary stories  
**Unit focus:** 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 | Text types: a range of informative texts and familiar stories; simple newspaper reports  
**Unit focus:** 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 | Text types: a range of stories from other cultures, including traditional oral tales, picture books, film, plays and drama performances  
**Unit focus:** Students explore a variety of stories including dreaming stories, picture books, traditional tales and digital texts to explore how stories use plot and characterisation to entertain and engage an audience. Students recreate a segment from a story in cartoon form. |
|  | Exploring plot and characterisation in stories | Text types: a variety of stories including dreaming stories, picture books, traditional tales and digital texts  
**Unit focus:** Students explore a variety of stories including dreaming stories, picture books, traditional tales and digital texts to explore how stories use plot and characterisation to entertain and engage an audience. Students recreate a segment from a story in cartoon form. |
In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.

<table>
<thead>
<tr>
<th>2</th>
<th>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:</th>
<th>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:</th>
<th>In this unit students build upon Term 1 concepts. They will:</th>
<th>In this unit students build upon Term 1 and 2 concepts. They will:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Duration of time — interpreting time on calendars using dates, days, months and seasons of the year</td>
<td>Number sequences — skip counting</td>
<td>explore collections to at least 1000</td>
<td>solve simple problems involving multiplication and division</td>
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<tr>
<td></td>
<td>Number sequences — counting, ordering and comparing numbers</td>
<td>Place value — representing 2- and 3-digit numbers in different ways</td>
<td>investgate the connection between addition and subtraction</td>
<td>describe and compare halves, quarters and eighths of collections</td>
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<td></td>
<td>Place value — representing numbers in different ways</td>
<td>Computation — exploring a range of addition and subtraction strategies</td>
<td>solve problems using addition and subtraction number sentences</td>
<td>describe and compare halves, quarters and eighths of collections and associated turns</td>
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<td></td>
<td>Numbers — partitioning numbers to show relationships between addition and subtraction</td>
<td>Measurement — measuring, comparing and ordering objects using informal units of length, area and capacity</td>
<td>describe and compare halves, quarters and eighths of collections and associated turns</td>
<td>compare and contrast informal units and use the language of measurement</td>
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<td></td>
<td>Mental computation — solving addition and subtraction problems using a range of strategies.</td>
<td>Chance events — identifying and describing outcomes using the language of chance.</td>
<td>compare the mass of objects using balance scales.</td>
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<td>• investigate the connection between addition and subtraction</td>
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<td></td>
<td>• solve problems using addition and subtraction number sentences</td>
<td>• count and order small collections of Australian coins and notes according to their value</td>
<td>• investigate investigation the comparison and ordering of shapes and objects based on length, area, volume and capacity, using uniform informal units</td>
<td>• explore the connection between addition and subtraction and the links to multiplication and division</td>
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<td></td>
<td>• describe and compare halves, quarters and eighths of collections and associated turns</td>
<td>• explore the chance of likely, unlikely, certain and impossible events.</td>
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<td></td>
<td>• compare and contrast informal units and use the language of measurement</td>
<td></td>
<td>• investigate mass and balance scales</td>
<td>• describe and draw two-dimensional shapes</td>
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<td></td>
<td>• Compare the mass of objects using balance scales.</td>
<td></td>
<td>• describe the features of three-dimensional objects</td>
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<td></td>
<td></td>
<td></td>
<td>• Gather data related to a question of student interest</td>
<td>• interpret maps of familiar locations</td>
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<td></td>
<td>• Display collected data in tables, lists,</td>
<td>• Explore geometrical and spatial reasoning through two-dimensional shapes, three-dimensional objects, flips, slides.</td>
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<tr>
<td>2</td>
<td><strong>Mix, make and use</strong></td>
<td><strong>Toy factory</strong></td>
<td><strong>Good to grow</strong></td>
<td><strong>Save planet Earth</strong></td>
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</table>
|   | In this unit, students describe different objects and materials in terms of properties and purpose. They investigate combinations of different materials, analyzing the properties and uses. Students modify an object which has a purpose in daily life. | In this unit, students explain the movement of objects used for their play and relate these to the pushes and pulls involved. Students then apply this knowledge to explain the movement of a toy they create. Students will:  
- explore different types of movement such as slide, rock, roll, and fall  
- explore how pushes and pulls can change the shape of an object  
- examine gravity as a force that pulls things towards the Earth  
- investigate how the shape affects the movement of an object towards the Earth  
- analyze pushes and pulls in Indigenous and Asian toys and games  
- Design a toy that moves, and identify the pushes and pulls involved. | In this unit, students explore how living things change as they grow. Students will 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. | In this unit, students investigate ways the Earth’s resources can be used and managed. They will 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  
- hypothesize 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). |

| 2 | **How can I help save an endangered Australian animal?** Students investigate a threatened Australian plant or animal and the extent to which it is at risk. They use this investigation to take constructive action and create a persuasive and informative multimedia presentation. | **My community on line:** Students collect information about themselves, their school and their community. They use this information to design web pages in their websites and respond to questions electronically. | **What’s it all about?** Students investigate the place of symbols in their local environment and in the artworks of Indigenous Australians. They create their own artwork for a special event or celebration. |

| 2 | **Information, materials and systems (resources)**  
Resources are used to make products for particular purposes and contexts.  
•Resources have characteristics that can be matched to design requirements.  
•Simple techniques and tools are used to manipulate and process resources.  
Task: Students use the form of a descriptive report to demonstrate understanding of how a resource meets design requirements  
(This task can be multimodal)  
(Refer to C2C Science Year 2 - Unit 1) | **Technology as a human endeavour**  
Technology is part of our everyday lives and activities.  
•Products include artefacts, systems and environments.  
•Designs for products are influenced by purpose, audience and availability of resources.  
•Technology and its products impact on everyday lives in different ways.  
Task: Students explain how technology is evident in toy design and how these changes have impacted our lives.  
Refer to C2C Science Year 2-Unit 2) CAR |
### HPE

<table>
<thead>
<tr>
<th>2</th>
<th><strong>PE</strong></th>
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<tbody>
<tr>
<td><strong>Water works:</strong>  Students develop water confidence, whilst also promoting safe water behaviours. Students also develop movement skills in a range of different settings.</td>
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<td><strong>Fitness is fun:</strong>  Students see that PE is a fun, enjoyable past-time that can give you lifelong pleasure. Students derive enjoyment from PE by developing their gross motor and fine motor skills through modified ball games.</td>
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<td><strong>Talking to your team:</strong>  Students participate in invasion games as a means of developing students’ skill in establishing and maintaining effective communication and group skills. Focus on respecting differences and being considerate of others.</td>
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<td><strong>Wet n’ wild:</strong>  Students see the benefits of aquatic activities that will include the development of stroke techniques.</td>
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</table>

### HEALTH

| 2 | **Personal Safety**  Students explore and understand the need for rules and behaving in a safe, respectful and responsible manner. They help to construct a set of classroom rules, and create posters to demonstrate their understanding. |

### THE ARTS

<table>
<thead>
<tr>
<th>2</th>
<th><strong>MUSIC</strong></th>
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<tbody>
<tr>
<td><strong>Exploring high and low:</strong>  Students learn music of soh, me, lah repertoire. They sing s, m, l repertoire in solfa with hand signs and identify high and low sounds.</td>
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<tr>
<td><strong>Creating rhythms:</strong>  Students learn 2/4 and 4/4 time and learn rhythms with “ta”, “ti-ti” and “sah”</td>
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<tr>
<td><strong>Percussion and sounds around us:</strong>  Students explore sounds of tuned percussion, wood and metal instruments.</td>
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<tr>
<td><strong>Exploring loud and soft:</strong>  Students identify instruments with loud and soft sounds and perform known songs using loud/soft dynamics. Students will reflect and show learning for the year.</td>
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</table>
DRAMA
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.
   • *Role can be established using movement, voice, performance space, cues and turn-taking*
   • *Purpose and context are used to shape roles, language, place and space to express ideas.*
   • Dramatic action is structured by being in role and building story dramas.

Task: Students script a presentation demonstrating their understanding of how dramatic action is structured by being in role and building drama.

(Refer to C2C English Year 2 – Units 1 and 2 )

VISUAL ART
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.
   • Warm (red, orange, yellow) and cool (blue, green, purple) colour schemes, and mixed and complementary colours, are used to create tone and variation.
   • Line is used to suggest movement and direction.
   • Regular, irregular, open, enclosed, overlapped and adjacent shapes are used to create categories and position.
   • Texture is used to create variation and repetition.

Task: Formative assessment of how students create tone and variation with warm and cool colour schemes using mixed and complimentary colours whilst using texture to create repetition.

MEDIA
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.
   • *Media techniques and practices, including crop, print, record/capture and sequence images, sounds and words, are used to create media texts.*
   • *Representations in media texts can be either real or imagined, and are created for particular audiences and purposes.*

Task: Students discuss how effectively still and moving images, sounds and words have been used in a media text to position an audience from a particular perspective.

(Refer to C2C English Year 2 – Units 3 and 4 )
| 3 | Investigating character and characterisation |
|   | **Text types:** short narratives, simple chapter books or digital stories to explore the use of descriptive language in the construction of character |
|   | **Unit focus:** 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. |
|   | Analysing and creating a persuasive text |
|   | **Text types:** digital, written and spoken reviews of literary texts |
|   | **Unit focus:** Students read, view and analyse digital, written and spoken persuasive texts to write a persuasive article for an online class magazine. |
|   | Exploring personal experiences through events |
|   | **Text types:** literary and informative texts portraying experiences of an event or celebration |
|   | **Unit focus:** Students read and listen to written and spoken literary and informative texts to identify the way authors portray experiences of an event or celebration. Students plan and deliver a multimodal persuasive presentation of a chosen event or celebration. |
|   | Exploring procedure |
|   | **Text types:** informative, literary and digital texts on caring for other things, including instruction manuals |
|   | **Unit focus:** Students listen to, read, view and analyse informative, literary and digital texts on caring for other things, including instruction manuals to plan and create a written procedure which includes related visual images. |
|   | Reading and responding to different versions of a story |
|   | **Text types:** a range of stories, with a focus on different versions of the same story |
|   | **Unit focus:** 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 |
|   | **Text types:** a range of narratives presented as simple chapter books, including digital texts |
|   | **Unit focus:** 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 |
|   | **Text types:** a range of poetry from and about Australia’s past |
|   | **Unit focus:** 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 |
|   | **Text types:** informative and imaginative texts, including online texts, set in the past about people and their experiences |
|   | **Unit focus:** 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. |
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 build upon Term 1 concepts. They will:
- partition and regroup to 10 000
- recall and use single digit addition facts
- model and represent unit fractions including \(\frac{1}{2}, \frac{1}{4}, \frac{3}{8}, \frac{5}{8}\)
- make three-dimensional objects
- Locate and describe symmetry in the environment.

In this unit students build upon Term 1 and 2 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 1 and 2 concepts. They will:
- partition and regroup 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 data.

In this unit students build upon Term 1, 2 and 3 concepts. They will:
- partition and regroup to 10 000
- solve problems involving multiplication
- conduct simple money transactions to the nearest five cents
- create and interpret simple grid maps
- Locate, describe and identify shapes and symmetry and angles of turn
- Recognise and model the key features of three-dimensional objects.
Science

3

Is it living?
In this unit, students will describe patterns and relationships as they classify living and non-living things. They will gather data on the diversity of living and non-living things in their local environment.

Students will:
- recognise that certain characteristics distinguish living from non-living things
- explore Indigenous perspectives of living and non-living
- examine observable features of living things and use these to determine groups
- generate other ways to group living and non-living things according to a variety of criteria, and justify their decisions
- consider reasons for the category of once-living and examples such as paper, skeleton, wood and fossils
- apply the ethical considerations for handling (collecting and returning) and observing animals.

Spinning Earth
In this unit, students will demonstrate their knowledge of Earth’s rotation on its axis. They will explore different cultural understandings of the relationship between the sun and Earth causing day and night.

Students will:
- model Earth’s rotation on its axis causing day and night
- gather data to explore how variations occur to the length of day and night
- make links regarding the variations between day and night and the seasons
- investigate early devices used to measure time that are dependent of the relative position of the Earth and sun
- collect information on other cultural understandings of day and night including Aboriginal, Torres Strait Islander and Asian
- examine how western understanding of day and night has changed
- Compare and contrast the different understandings.

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 will 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.

SOS

3

Think in, think out (Citizen Unit):
Students have the opportunity to develop effective thinking skills and strategies. Students explore the role of the informed citizen through open collaborative inquiry (community of inquiry) to support them to develop a deep understanding of concepts relating to identity, community and caring for others.

Celebrating Australian Indigenous People:
Students explore the influence and contribution of Aboriginal and Torres Strait Islander peoples evident and valued in Australian communities. Students plan and create a multimedia picture story celebrating the achievements, impacts, and influences of an Australian Indigenous person.
<table>
<thead>
<tr>
<th>Technology</th>
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<td>• Designs for products are influenced by purpose, audience and availability of resources.</td>
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<tr>
<td>• Technology and its products impact on everyday lives in different ways.</td>
<td>Task Students explain how a simple technique with a tool manipulates a process and a resource. An example could be how I can, through a twisting motion, use a wooden spoon to create heat and when this tool and process are combined with cream I can make butter.</td>
</tr>
<tr>
<td>Task Formative assessment of students understanding of how technology has impacted upon the field of science. Students identify the various products or artefacts within Science that have been developed to assist scientific processes</td>
<td>Refer to C2C Science Yr 3 Unit 1</td>
</tr>
</tbody>
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<tbody>
<tr>
<td>My personal hygiene plan:</td>
<td>Active healthy lifestyle plan:</td>
</tr>
<tr>
<td>Students create and present a collage of a personal hygiene plan. Students work individually to develop a mind map, collage, flow chart and rehearsed presentation.</td>
<td>Students explore how physical activity, food and rest behaviours can influence the dimensions of health. Students present an active and healthy lifestyle plan to the class. They use a poster to explain their plan.</td>
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<td>Choir:</td>
<td>Composing rhythms:</td>
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<tr>
<td>Musical mysteries:</td>
<td></td>
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<tr>
<td>Students explore familiar sound sources; consider tone, colour, mood, rhythm and beat</td>
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<tr>
<td>Boomwhackers:</td>
<td></td>
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<tr>
<td>Students perform music on the Boomwhackers using loud/soft dynamics. Students notate on music Forte/Piano.</td>
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<tr>
<td>• Role can be established using movement, voice, performance space, cues and turn-taking</td>
<td>Task Formative assessment of student ability to establish role using movement, voice, performance space, cues and turn-taking.</td>
</tr>
<tr>
<td>• Purpose and context are used to shape roles, language, place and space to express ideas.</td>
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<td>• Dramatic action is structured by being in role and building story dramas.</td>
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(Refer to C2C English Year 3 – Units 2 and 5)
VISUAL ART
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.
- Warm (red, orange, yellow) and cool (blue, green, purple) colour schemes, and mixed and complementary colours, are used to create tone and variation.
- Line is used to suggest movement and direction.
- Regular, irregular, open, enclosed, overlapped and adjacent shapes are used to create categories and position.
- Texture is used to create variation and repetition.

Task: Students create an art work utilising the form of “line”. This form will be used to suggest some degree of movement and indicate a degree of direction with regard to a characteristic of a living thing they have observed or studied.
(Refer to C2C Science Yr 3 Unit 1)

MEDIA
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.
- Media techniques and practices, including crop, print, record/capture and sequence images, sounds and words, are used to create media texts.
- Representations in media texts can be either real or imagined, and are created for particular audiences and purposes.

Task: Students critique a multimodal persuasive presentation that they have planned and delivered. Students review how media texts are created for particular audiences and purposes including whether a representation is either real or imagined,
(Refer to C2C English Year 3 – Units 3 and 4 )
| 4 | Examining humour in poetry  
Text types: a variety of humorous poetry by different authors  
**Unit focus:** 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  
Text types: a variety of historical texts including narratives, diaries, logs, journals, newspaper reports and documentaries  
**Unit focus:** Students listen to, read and view a variety of historical texts including narratives, diaries, logs, journals, newspaper reports and documentaries to write a literary recount set in the past from a different perspective. They demonstrate understanding of texts through written responses. Student recount is imaginative and response is informative. | Retelling a familiar story  
Text types: a stories from and about Aboriginal and Torres Strait Islander histories and cultures  
**Unit focus:** Students listen to, read and view stories from and about Aboriginal and Torres Strait Islander histories and cultures, to retell a familiar story as an oral presentation. They demonstrate understanding by responding in writing to comprehension questions focusing on themes of and messages in stories. The student retelling is imaginative and the response is informative. | Exploring quest novels  
Text types: quest novels  
**Unit focus:** 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. (A quest novel tells the story of an adventurous journey undertaken by the main character (protagonist). In a quest the protagonist usually meets with and overcomes a series of obstacles, returning in the end with the benefits of knowledge and experience gained through the journey. | Creating stories set in the past  
Text types: stories from and about people in Australia’s past, including those from other cultures and contemporary stories about people in Australia  
**Unit focus:** 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  
Text types: a range of non-fiction and multimodal persuasive product advertisements from different times  
**Unit focus:** Students listen to, read and view a range of non-fiction and multimodal persuasive product advertisements from different times. They demonstrate understanding through written responses focusing on persuasive techniques used in commercial packaging. Students design and promote a commercial package for a known type of product. | Persuading others  
Text types: a range of commercial packaging and related advertisements  
**Unit focus:** Students listen to, read and view a range of commercial packaging and related advertisements. They 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. |
| 4 | 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, sixths, 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 algebra and Decimals, 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, thirds, sixths, eighths, tenths
- Two dimensional shapes — common two dimensional shapes combine, split, tangrams. |
| In this unit students build upon Term 1 concepts. They will:
- recognise, represent and order numbers up to tens of thousands
- recall multiplication and related division facts (2,3,4,5,6,9,10)
- investigate properties of odd and even numbers
- investigate number sequences involving multiples (3,4,6,7,8,9)
- locate and represent fractions (halves, thirds and quarters) in a range of contexts and models
- split and combine two-dimensional shapes
- investigate the area of regular and irregular shapes
- compare and classify angles
- Investigate symmetry patterns, pictures and shapes. |
| In this unit students build upon Term 1 and 2 concepts. They will:
- 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 1 and 2 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 location (scale, legend, direction). |
| In this unit students build upon Term 1, 2 and 3 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. |
<table>
<thead>
<tr>
<th>4</th>
<th><strong>Science</strong></th>
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<tbody>
<tr>
<td><strong>Here today gone tomorrow</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>
| **Ready, set, grow!** | In this unit, students will investigate life cycles. They will examine relationships between living things and their dependence on the environment. Students will:  
- review stages of development of living things  
- make and record observations of living things as they develop through their life cycles  
- recognize environmental factors that can affect life cycles  
- investigate the relationship between plants, animals and humans within habitats  
- predict the effect on living things when there are human causes or natural changes to the environment  
- predict the effects when the balance between living things changes  
- Investigate reasons why a species has become endangered. |
| **Material use** | In this unit, students will 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  
- Investigate ways in which Aboriginal and Torres Strait peoples utilized natural materials, and relate these uses to the properties of the material. |
| **Speedy but safe** | In this unit, students will 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  
- analyze 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  
- Analyze the potential forces involved in safety equipment. |

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<thead>
<tr>
<th>4</th>
<th><strong>S O S E</strong></th>
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<tbody>
<tr>
<td><strong>History detective:</strong></td>
<td>Students research the history of Australian immigration: the hardships, the reason for immigration, and the everyday living conditions. They write a diary entry from the perspective of an immigrant.</td>
</tr>
<tr>
<td><strong>Why do we celebrate?</strong></td>
<td>Students research different countries focusing on national holidays and celebrations and compare to the Australian and Indigenous cultures.</td>
</tr>
</tbody>
</table>
### Technology

**Design a toy to entertain children born in the 1800-1900s**

Technology influences and impacts on people, their communities and environments.
- Different ideas for designs and products are developed to meet needs and wants of people, their communities and environments.
- Aspects of appropriateness influence product design and production decisions
- The products and processes of technology can have positive or negative impacts.

**Task**

Formative assessment of students understanding of how a product can be redesigned to meet the specific needs and wants of people, their communities and environments.

**Information, materials and systems (resources)**

The characteristics of resources are matched with tools and techniques to make products to meet design challenges.
- Resources have particular characteristics that make them more suitable for a specific purpose and context.
- Techniques and tools are selected to appropriately manipulate characteristics of resources to meet design ideas.

**Task**

Formative assessment of students understanding of how a product can be redesigned to meet the specific needs and wants of people, their communities and environments.

Refer to C2C Science Yr 4 Unit 3

### HPE

<table>
<thead>
<tr>
<th>4</th>
<th>PE</th>
<th>Streamlined:</th>
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<tbody>
<tr>
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<td>Students need to know basic principles of movement in water to aid their performance. Students participate in several games designed to promote teamwork and basic throwing and aiming skills.</td>
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<td>PE</td>
<td><strong>Footy fever:</strong> Students participate in AFL, soccer and touch over the term to experience the dominant football codes in Australia. They see that all activities have their own benefits and negative aspects. They also see that these games can be equally enjoyed by both boys and girls.</td>
</tr>
<tr>
<td>4</td>
<td>PE</td>
<td><strong>Cool sports:</strong> Students participate in touch, soft crosse, and netball to experience sports that are enjoyable during the winter months. They see that all activities have their own benefits and negative aspects.</td>
</tr>
<tr>
<td>4</td>
<td>PE</td>
<td><strong>Different strokes for different folks:</strong> Striking games such as T-ball and cricket are undertaken to develop students hitting and fielding skills as well as a focus on teamwork. Aquatics is undertaken during the final weeks of term focusing on building students’ skills and identifying aspects of water safety.</td>
</tr>
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</table>

### Health

**On the label:**

Students interpret what is on a food label and identify both healthy and unhealthy foods. Students design their own label using their knowledge about healthy and unhealthy foods.

### The Arts

**MUSIC**

**Blackbelt recorder:** Students learn to read music and play notes B, A, G, C on the recorder.

**Boomwhackers:** Students are introduced to rhythms “ti-tikka” and “tikka-ti”. Students play rhythms in 2/4, 3/4, 4/4 and 6/8.

**Choir:** Students sing music in Binary, Ternary, and Verse/Chorus form. Students perform to an audience.

**Jazz music:** Students explore jazz music styles and will be introduced to Jazz instruments.
### DRAMA

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.*
- Purpose and context guide the selection of time frames, language, place and space to express ideas.
- *Dramatic action is structured through storytelling, improvisation and extended roleplays.*

Task: Using knowledge of purpose and context students *retell* a familiar story demonstrating an understanding of time frame, language, place and space.

(Refer to C2C English Year 4 – Units 3 and 4 )

### VISUAL ART

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.
- *Continuous, broken and hatched lines are used to create balance, contrast, space and patterns.*
- *Curved, angular, symmetrical, asymmetrical and overlapping shapes are used to create balance, contrast and patterns.*
- Texture creates contrast and patterns using lines, rubbings and markings.

Task Students *critique* how an artist has created balance, contrast and pattern using colour shades, tint and texture in an art work.
<table>
<thead>
<tr>
<th>MEDIA</th>
<th>DANCE</th>
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</thead>
</table>
| 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.  
- Media techniques and practices, including layout, storyboard and manipulation of images, sounds and words, are used to create media texts.  
- Representations in media texts are selected from different settings, including time and place, and for different audiences and purposes. | 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.  
- Group formations are used to organise dancers in short movement sequences.  
- Simple rhythmic patterns are used for timing of movements in short movement sequences.  
- Swinging and collapsing movement qualities are used to alter energy in short movement sequences.  
- Structuring devices, including contrast and canon forms, are used to organise short movement sequences. |

**Task**

Using knowledge of how still and moving images, sounds and words are selected to construct media texts, students explain how a chapter from a familiar narrative could be re-written in a multimodal form for their peers.

**Task**

Students create a short movement sequence using simple rhythmic patterns that incorporates swinging and collapsing qualities to express ideas.

(Refer to C2C English Year 4 – Units 3 and 4)
| 5 | Examining literary texts (fantasy novel) Students listen to, read and interpret a novel from the fantasy genre showing understanding of character development in relation to plot and setting. They demonstrate the ability to analyse the development of a main character through a written response. | Examining literary texts - fantasy  
**Text type:** a class set of fantasy novel  
**Unit focus:** Students listen to, read and interpret a novel from the fantasy genre. They show an understanding of character development in relation to the plot and setting of a novel, creating and delivering a spoken presentation in the role of a character. In role, they justify the characters' actions and behaviours in relation to an issue. | Examining media texts  
**Text type:** news articles and news reports from magazines, journals, newspapers, television and internet websites  
**Unit focus:** Students listen to, read, view and interpret a range of news articles and reports from magazines, journals, newspapers and television and internet websites to respond to viewpoints portrayed in media texts. They create a multimodal news article, including written, visual, spoken and/or audio elements, from a particular viewpoint. | Speaking to persuade others  
**Text type:** range of multimodal information and literary texts such as newspaper reports, diary entries, letters, journals, novels, poems and short stories of an event or happening during colonial Australia  
**Unit focus:** Students listen to, read, view and interpret a range of literary and informative texts set during colonial Australia that portray particular cultural groups. They create a persuasive spoken presentation giving an author’s representation of a particular cultural group. | Appreciating poetry  
**Text type:** poetry, songs, anthems and odes from different times  
**Unit focus:** 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  
**Text type:** range of narrative poetry including ballads  
**Unit focus:** 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  
**Text type:** films and novels involving flashbacks or shifts in time and non-stereotypical characters  
**Unit focus:** 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. | Reviewing narrative film  
**Text type:** narrative films and spoken, written and digital movie reviews  
**Unit focus:** 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. |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
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</table>
| 5    | 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. |
| 5    | 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. |
| 5    | In this unit students build upon Term 1 concepts. They will:  
- solve problems involving multiplication of large numbers by one- and two-digit whole numbers  
- investigate number systems beyond hundredths  
- pose questions and collect categorical data  
- construct data displays  
- Describe and interpret data sets. |
| 5    | In this unit students build upon Term 1 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. |
| 5    | In this unit students build upon Term 1 and 2 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 three-dimensional shapes and their nets. |
| 5    | In this unit students build upon Term 1 and 2 concepts. They will:  
- solve problems involving multiplication of large numbers by one- and two-digit whole numbers  
- investigate number systems beyond hundredths  
- calculate the perimeter and area of rectangles  
- Investigate three-dimensional shapes and their nets. |
| 5    | In this unit students build upon Term 1, 2 and 3 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. |
| 5    | In this unit students build upon Term 1, 2 and 3 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. |
<table>
<thead>
<tr>
<th>Science</th>
<th>5</th>
<th>Survival in the Australian environment</th>
<th>Our place in the solar system</th>
<th>Now you see it</th>
<th>Matter matters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>In this unit, students examine the structural features and adaptations that assist living things to survive in their environment. They use this new knowledge to pose questions and make predictions about the relationship between adaptations and environmental changes. Students will:</td>
<td>In this unit, students explore the place of Earth in the solar system and use this knowledge to look for patterns and relationships between components of this system. They consider how science and technology have advanced understanding of space. Students will:</td>
<td>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:</td>
<td>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:</td>
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<tr>
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<td></td>
<td>• participate in field work to identify and describe adaptations of living things to the Australian environment</td>
<td>• research how the development of optical instruments and technology contributed to the discovery of the planets and major bodies in the solar system</td>
<td>• investigate shadow formation and relationships to a light source</td>
<td>• review the properties of solids and liquids</td>
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<td></td>
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<td>• classify adaptations as structural or behavioural</td>
<td>• describe how scientists from a range of cultures have contributed to understandings of space</td>
<td>• make predictions and investigate absorption, transmission, reflection and refraction</td>
<td>• investigate properties of gases</td>
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<td></td>
<td></td>
<td>• explain how particular adaptations assist survival in a range of environments</td>
<td>• gather and record data to compare facts about the planets and the sun</td>
<td>• classify materials as transparent, opaque or translucent</td>
<td>• describe safety considerations for handling and using gases</td>
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<td></td>
<td></td>
<td>• compare how and why similar structural features vary in different environments</td>
<td>• create models that show the relative size of and distance between Earth, the other planets and the sun</td>
<td>• draw simple, labeled ray diagrams</td>
<td>• classify everyday materials and items as solid, liquid or gas</td>
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<td>• consider how decisions made to grow particular plants and crops relate to environmental conditions</td>
<td>• compare environmental conditions on other planets with those on Earth and hypothesise whether or not life is possible on other planets</td>
<td>• relate familiar phenomena (e.g. rainbows) to properties of light</td>
<td>• explore ways in which solids, liquids and gases change under different conditions</td>
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<tr>
<td></td>
<td></td>
<td>• pose questions and make predictions about how changes in the environment (natural and human-caused) might affect the survival and future adaptations of living things.</td>
<td>• examine how technologies developed to aid space exploration have impacted on society</td>
<td>• discuss the role of light in their everyday lives</td>
<td>• compare the range of properties within solids, liquids and gases</td>
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<td></td>
<td>• outline Australia’s involvement in space exploration</td>
<td>• investigate devices that utilize light and how improved technology has led to them changing over time</td>
<td>• recognize sublimation and explain how this change in state can be useful in everyday situations</td>
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<td></td>
<td>• Consider Aboriginal and Torres Strait Islander stories related to the solar system</td>
<td>• construct a model of a device which uses mirrors or lenses and explain the properties of light it utilizes</td>
<td>• Investigate some composite materials and their classification in terms of state.</td>
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<td></td>
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<td>• Research the contributions of other cultures to the development of optical devices.</td>
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<tr>
<td>SOSE</td>
<td>5</td>
<td>World mysteries: Students research a world mystery, considering how and why it occurred. Students communicate their knowledge and understanding to persuade their class to accept their explanation of the mystery.</td>
<td>What was the world like? Students study information and images from history, investigate the changes that have taken place, and present this to the class.</td>
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</tbody>
</table>
Technology as a human endeavour
Technology influences and impacts on people, their communities and environments.

- Different ideas for designs and products are developed to meet needs and wants of people, their communities and environments.
- Aspects of appropriateness influence product design and production decisions
- The products and processes of technology can have positive or negative impacts.

Task: Students explain how the appropriateness of a design for a shade sail has a positive impact on a school community.

(Refer to C2C Mathematics Year 5-Unit 2)

Information, materials and systems (resources)
The characteristics of resources are matched with tools and techniques to make products to meet design challenges.

- Resources have particular characteristics that make them more suitable for a specific purpose and context.
- Techniques and tools are selected to appropriately manipulate characteristics of resources to meet design ideas.

Task: Formative assessment of students understanding of how the characteristics of solids, liquids and gases change under different conditions and that techniques and tools to manipulate these resources need to be appropriately selected to meet design ideas

(Refer to C2C Science Year 5-Unit 4)

PE Streamlined:
Students need to know basic principles of movement in water to aid their performance. Students participate in several games designed to promote teamwork and basic throwing and aiming skills.

PE Footy fever:
Students participate in AFL, soccer and touch over the term to experience the dominant football codes in Australia. They see that all activities have their own benefits and negative aspects. They also see that these games can be equally enjoyed by both boys and girls.

PE Cool sports:
Students participate in touch, soft ball and netball to experience sports that are enjoyable during the winter months. They see that all activities have their own benefits and negative aspects.

PE Different strokes for different folks:
Striking games such as T-ball and cricket will be undertaken to develop students hitting and fielding skills as well as a focus on team work. Aquatics is undertaken during the final weeks of term focusing on building students’ skills and identifying aspects of water safety.

HPE About thinking (aligned with SOSE unit):
Students explore the role of the informed citizen through open collaborative inquiry to support them develop a deep understanding of the overarching concept of thinking and factors that may influence thinking.

HPE Health as/healthy plan:
Students identify and understand an aspect of their personal health and fitness, and, on the basis of this, develop and implement a plan for improving this aspect.

MUSIC The composer is dead:
Students investigate the murder of the composer. Students meet the families of the orchestra and other dead composers such as Beethoven, Mozart, and Gershwin.

MUSIC Blackbelt recorder:
Students read music and learn notes: B, A, C and D on the recorder.

MUSIC Boomwhackers:
Students play music in Rondo, Ternary and Binary form.

MUSIC Composing rhythms:
Students compose music in compound time using “Triple ti”, “tum”, “zum”, “Ta-tim” and “Tim-ka”
<table>
<thead>
<tr>
<th>5</th>
<th>DRAMA</th>
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<tbody>
<tr>
<td>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.</td>
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<tr>
<td>• Role and status of relationships can be maintained using movement, including posture, gesture and body position, and expression of voice.</td>
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<td>• Purpose and context guide the selection of time frames, language, place and space to express ideas.</td>
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<tr>
<td>• Dramatic action is structured through storytelling, improvisation and extended roleplays.</td>
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<tr>
<td><strong>Task Formative assessment</strong> Students respond to stimulus and short answer questionnaires focussing on how Dramatic action is structured in Literary texts and how they can maintain role and status of relationship when interpreting these texts for an audience</td>
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<tr>
<td>(Refer to C2C English Year 5– Units 1,2,3 and 4)</td>
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<table>
<thead>
<tr>
<th>5</th>
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<td>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.</td>
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<td>• Colour shades (adding black to a colour) and tints (adding colour to white) are used to create balance, contrast and patterns.</td>
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<td>• Continuous, broken and hatched lines are used to create balance, contrast, space and patterns.</td>
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<td>• Texture creates contrast and patterns using lines, rubbings and markings.</td>
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<tr>
<td><strong>Task Students select the most appropriate technique to sketch or draw an identified structural adaptation in nature. Students write a brief explanation justifying their choice of technique.</strong></td>
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<tr>
<td>(Refer to C2C Science Year 5- Unit 1)</td>
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<td>• Still and moving images, sounds and words are selected to construct media texts.</td>
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<td>• Media techniques and practices, including layout, storyboard and manipulation of images, sounds and words, are used to create media texts.</td>
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<tr>
<td>• Representations in media texts are selected from different settings, including time and place, and for different audiences and purposes.</td>
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<tr>
<td><strong>Task: Students critique a self-designed imaginative multimodal comic strip using knowledge of media techniques, practices and how representations in media texts are selected.</strong></td>
<td></td>
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<tr>
<td>(Refer to C2C English Year 5– Unit 1)</td>
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<td>Dance involves using the human body to express ideas, considering different audiences and different purposes, by selecting dance elements in short movement sequences.</td>
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<tr>
<td>• Gross and fine motor movements, including locomotor and non-locomotor, are used to create actions for short movement sequences.</td>
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<td>• Group formations are used to organise dancers in short movement sequences</td>
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<tr>
<td>• Simple rhythmic patterns are used for timing of movements in short movement sequences.</td>
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<td>• Swinging and collapsing movement qualities are used to alter energy in short movement sequences.</td>
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<tr>
<td>• Structuring devices, including contrast and canon forms, are used to organise short movement sequences.</td>
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<tr>
<td><strong>Task Formative assessment</strong> Students respond to stimulus and short answer questionnaires on how gross and fine motor movements and structuring devices have been used by dancers in group formations.</td>
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</tbody>
</table>
| Text type: a range of short stories on a similar theme, including stories those from and about Aboriginal and Torres Strait Islander histories and cultures. **Unit focus:** 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  
**Text type:** short stories exploring interpersonal relationships and ethical dilemmas; selection of traditional stories from different cultures and storytelling traditions, presented as spoken, print and digital texts  
**Unit focus:** Students’ read and view short stories, including traditional stories from different cultures that feature stereotypical and non-stereotypical characters. Student’s response to comprehension questions in Learning Logs. They write a short story with a focus on characterisation. | Examining advertising in the media  
**Text type:** multimodal advertisements from magazines, billboards and television  
**Unit focus:** Students listen to, read and view advertisements from magazines, billboards and television. They demonstrate their understanding of the texts’ persuasive features through written responses to comprehension questions byjustifying their responses in discussions with peers. They create a digital multimodal advertisement to persuade a particular audience. | Examining persuasive techniques in news reports  
**Text type:** a variety of news reports from print, television, radio and internet  
**Unit focus:** Students listen to, read and view a variety of news reports from television, radio and internet to 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  
**Text type:** a range of novels by the same author (a number of authors could be studied in this unit); also, texts that build understanding of the author, the ideas explored in the novel and textual features of novels  
**Unit focus:** 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. | Interpreting a literary text  
**Text type:** a class set of a novel set in earlier times; novel/s studied in previous unit  
**Unit focus:** Students listen to, read and view a novel set in earlier times. They present an interpretation of an event from a novel set in earlier times. | Comparing informative texts  
**Text type:** a range of informative texts, for example recipe, manual of instructions and directions, textbook with description of natural phenomena, recount of events, rules and laws  
**Unit focus:** 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. | Transforming a text  
**Text type:** a range of informative texts, for example recipe, manual of instructions and directions, textbook with description of natural phenomena, recount of events, rules and laws  
**Unit focus:** 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. |
| 6 | 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 build upon Term 1 concepts. They will:

- investigate positive and negative numbers
- investigate fractions of a quantity
- explore the use of brackets and the order of operations
- solve length and area problems
- construct and interpret data displays
- represent data in a variety of ways
- Interpret secondary data. | In this unit students build upon Term 1 concepts. They will:

- investigate positive and negative numbers
- multiply and divide decimals by powers of ten
- order of operations
- investigate the relationship between fractions, decimals and percentage
- Solve length and area problems. | In this unit students build upon Term 1 and 2 concepts. They will:

- multiply decimals by whole numbers and perform divisions with terminating decimals
- order of operations
- calculate percentage discounts
- solve problems involving length, mass and capacity
- Investigate angles. | In this unit students build upon Term 1 and 2 concepts. They will:

- multiply decimals by whole numbers and perform divisions with terminating decimals
- order of operations
- 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 1, 2 and 3 concepts. They will:

- use efficient mental and written strategies for all four operations with whole numbers
- calculate percentage discounts
- conduct chance experiments
- interpret and use timetables
- Investigate angles. | In this unit students build upon Term 1, 2 and 3 concepts. They will:

- use efficient mental and written strategies for all four operations with whole numbers
- understand order of operations
- use efficient mental and written strategies for all four operations with whole numbers
- understand order of operations
- Interpret data displays
- connect volume and capacity
- Use the Cartesian coordinate system in relation to all four quadrants. |
<table>
<thead>
<tr>
<th>Making changes — comparing reactions</th>
<th>Power up — electricity usage down</th>
<th>Our changing world</th>
<th>Life on Earth</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this unit, 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 reactions in everyday materials and how this is used to solve problems that directly affect people’s lives. Students will:</td>
<td>In this unit, students investigate how energy from a variety of sources can be used to generate electricity. They evaluate personal and community choices to use renewable energy sources to enhance sustainability. Students will:</td>
<td>In this unit, students explore ways in which scientific understanding can assist in the early detection of natural disasters and in minimizing their impact. They consider ways science can inform choices about where people live and how they manage natural disasters. Students will:</td>
<td>In this unit, students will, 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:</td>
</tr>
<tr>
<td>• review changes of state caused by heating or cooling</td>
<td>• revise the concept of energy and apply it to the context of electricity</td>
<td>• research major geological and extreme weather events both in Australia and neighboring countries</td>
<td>• review ways in which living things depend on the environment to survive</td>
</tr>
<tr>
<td>• explore different changes to materials</td>
<td>• investigate electrical circuits and the features of the components</td>
<td>• compare the effects of different geological events</td>
<td>• predict how altering the physical conditions of the environment impacts on living things</td>
</tr>
<tr>
<td>• discuss the difference between reversible and irreversible changes to materials</td>
<td>• explore requirements for the safe use of electricity</td>
<td>• describe how scientists gather evidence to predict the effect of, and measure, significant geological and weather events</td>
<td>• design and conduct an investigation to assess the accuracy of this prediction</td>
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<tr>
<td>• investigate why changes of state are classified as reversible changes</td>
<td>• identify energy transformations and transfers in electrical circuits and everyday electrical devices</td>
<td>• hypothesize relationships between volcanoes, earthquakes and tsunamis</td>
<td>• research organisms that live in extreme environments (e.g. undersea volcanic vents)</td>
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<tr>
<td>• investigate why some changes to material (such as burning, rusting and composting) are classified as irreversible</td>
<td>• compare electrical conductors and insulators and investigate their use</td>
<td>• compare the different scales used for measuring the strength of geological and weather events</td>
<td>• 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</td>
</tr>
<tr>
<td>• develop criteria which could be used to classify a change as reversible or irreversible</td>
<td>• collect and examine data on household electricity use and practices that affect electrical energy consumption</td>
<td>• consider Aboriginal and Torres Strait Islander cultural and historical understandings of these events</td>
<td>• examine how human activities have changed the environment</td>
</tr>
<tr>
<td>• examine recycling of common material, considering reversible and irreversible changes</td>
<td>• suggest ways to minimize electrical energy consumption</td>
<td>• research the scientific work being conducted in various centres around the world to advance global disaster alerts and communications</td>
<td>• debate how personal and community choices affect the growth and survival of other living things</td>
</tr>
<tr>
<td>• Evaluate irreversible changes which benefit society and ones which do not.</td>
<td>• research how moving air and water can be used to generate electricity</td>
<td>• Analyze how scientific information gathered from geological and weather events can inform the future decisions of communities.</td>
<td>• Discuss Aboriginal and Torres Strait Islander environmental perspectives.</td>
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<tr>
<td>6</td>
<td><strong>SOSE</strong></td>
<td>6</td>
<td><strong>PE</strong></td>
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<tr>
<td>Ancient civilizations (Greek): Students examine the impact that Ancient Greek Civilization has had on modern society.</td>
<td>Australian law and government: Students explore the levels of Australian Government and simulate a political debate.</td>
<td>Mapping: Students investigate a variety of mapping techniques and skills, and apply these to produce a map of a place of interest.</td>
<td>The Rainforest and Endangered Species: Students identify the defining components of a rainforest and the importance of rainforests. Students explore forest habitats and the effects of human activity (e.g. deforestation) on the health of the natural environment.</td>
</tr>
<tr>
<td>Technology as a human endeavour Technology influences and impacts on people, their communities and environments. • Design and development of products are influenced by societies’ changing needs and wants, and include artefacts, systems, environments and services. • Product design and production decisions are influenced by specifications, constraints and aspects of appropriateness including functions, aesthetics, ethics, culture, available finances and resources, and sustainability. • Decisions made about the design, development and use of products can impact positively or negatively on people, their communities and environments. Task Formative Assessment of students’ knowledge and understanding of how the design and development of products and production decisions are influenced by research into how moving air and water can be used to generate electricity and how renewable sources of energy are being considered by communities. (Refer to C2C Science Yr 6 Units 1 and 2)</td>
<td>Information, materials and systems (resources) The characteristics of resources are matched with tools and techniques to make products to meet design challenges. Resources are selected according to their characteristics, to match requirements of design challenges and suit the user. • Techniques and tools are selected to manipulate or process resources to enhance the quality of products and to match design ideas, standards and specifications. Task Formative Assessment of students’ knowledge and understanding of how resources are selected to match the requirements of a design challenge to suit a user. An example could be: students discuss how a type of shade fabric is chosen to meet design specifications which suit a school’s requirements of a sun safe area.</td>
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<td>6</td>
<td>PE Streamlined: Students need to know basic principles of movement in water to aid their performance. Students then participate in several games designed to promote teamwork and basic throwing and aiming skills.</td>
<td>PE Cool Sports: Students participate in touch, soft crosse, and netball to experience sports that are enjoyable during the winter months. They see that all activities have their own benefits and negative aspects. They also see that these games can be equally enjoyed by both boys and girls.</td>
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<tr>
<td>6</td>
<td>PE Footy Fever: Students participate in AFL, soccer and touch over the term to experience the dominant football codes in Australia. They see that all activities have their own benefits and negative aspects. They also see that these games can be equally enjoyed by both boys and girls.</td>
<td>PE Different Strokes for Different Folks: Striking games such as T-ball and cricket will be undertaken to develop students hitting and fielding skills as well as a focus on team work. Aquatics is undertaken during the final weeks of term focusing on building students’ skills and identifying aspects of water safety.</td>
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<td>6</td>
<td>Take Action! My Personal Health Plan: Students identify an area of their personal health or fitness and develop a program to improve this aspect. Students develop a schedule over a ten week period and will collect data on their performance.</td>
<td>Be In It; Stay In It: Students investigate and discuss influences on participation in physical activity in a feature article. They develop an action plan to encourage participation in physical activity.</td>
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</table>
### Music

**The Composer is Dead**: Students investigate the murder of the composer. Students meet the families of the orchestra and other dead composers such as Beethoven, Mozart, and Gershwin.

**Jammin' With Junk**: Inspired by STOMP, students create their own dramatic performance using handmade instruments, dramatic movement and body percussion.

**Melody Writing**: Students write short compositions in a Major or Minor tonality.

**Choir**: Students sing music in Binary, Ternary and Verse/Chorus form. Students perform to an audience.

### Visual Art

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.
- Descriptive and emotive lines are used to create abstraction, proportion and symbolism.
- **Negative space and positive shape are used to create abstraction, non-representation and proportion.**
- **Actual, invented and simulated textures are used to create depth, representation and non-representation.**

Task: **Formative Assessment** of students’ ability to identify how colour variation has been used to create depth, representation and symbolism and how line style creates abstraction, proportion and symbolism in art works.

### Media

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.**
- Media techniques and practices, including editing and publishing, are used to create media texts.
- Representations in media texts have specific purposes and are modified to maximise audience impact.

Task Using knowledge of how representations in media texts have a specific purpose and are modified to maximise audience impact, students **analyse** the effectiveness of a digital multimodal advertisement they have created to persuade an audience.

(Refer to C2C English Year 6– Units 3 and 4)
<table>
<thead>
<tr>
<th>Text Types</th>
<th>Text Types</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>Reading and creating life writing: biographies Text types: biographies, interviews, digital stories and films Unit focus: Students listen to, read and view biographies, interviews, digital stories and films to interview a chosen person (the subject) and create a written biographical excerpt of an event that changed the subject’s life.</td>
<td>Reading and interpreting literature about Australia and Australians Text types: 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 Unit focus: 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.</td>
<td>Examining representations of Australia and Australians in literature Text types: texts that feature different representations of Australia and Australians written by authors from other countries and cultures, including Asia, about Australia and Australians; these texts include a novel for close study Unit focus: Students examine the ways Australia and Australians are represented in the texts studied in Unit 5 to create a written analytical response.</td>
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<tr>
<td>Exploring perspectives on Australian poetry and songs Text types: a variety of Australian literary texts, with a strong emphasis on poetry, and commentaries on these texts that put forward different points of view; commentaries include reviews, analyses, interpretations and readings Unit focus: Students listen to, read and view a variety of Australian poetry and songs and present a spoken persuasive response to selected poems and commentaries on them. Commentaries include reviews, analyses, interpretations and readings.</td>
<td>Re-imagining Australian poetry and songs Text types: a variety of songs and poems about Australian and Australians Unit focus: 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.</td>
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</table>
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 build upon Term 1 concepts. They will:

- explore index notation, square roots, round decimals, connect fractions, decimals and percentages
- round decimals to a specific number of decimal places
- investigate and calculate best buys
- Construct and analyse data displays.

In this unit students build upon Term 1 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 1 and 2 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 1, 2 and 3 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.
<table>
<thead>
<tr>
<th>Water — waste not, want not</th>
<th>Moving right along — exploring motion</th>
<th>Heavenly bodies</th>
<th>Sensational seasons</th>
<th>Organizing organisms</th>
<th>Affecting organisms</th>
</tr>
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<tbody>
<tr>
<td>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.</td>
<td>In this unit, students investigate how the change to an object’s motion is caused by unbalanced forces acting on an object. Students will:</td>
<td>In this unit, students learn about interrelationships between the Earth, sun and moon. Students will:</td>
<td>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:</td>
<td>This unit will focus on classification and relationships between organisms, ecosystems and human interactions. Students will:</td>
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<td>(continued)</td>
<td>• review different types of forces and how these affect objects</td>
<td>• compare times for the rotation of Earth, the sun and the moon, and the times for the orbits of Earth and the moon</td>
<td>• examine how and why seasons occur</td>
<td>• explore the diversity of living organisms, including grouping of organisms on the basis of similarities and differences</td>
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<td></td>
<td>• investigate how balanced and unbalanced forces affect the motion of an object</td>
<td>• model the relative movements of Earth, the sun and the moon</td>
<td>• research cultural stories about cycles involving the Earth, sun and moon from Aboriginal and Torres Strait Islander peoples and how these affected their practices</td>
<td>• consider how classification systems have changed</td>
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<td>• explain scientific principles of balanced and unbalanced forces and use force diagrams</td>
<td>• explore the role of gravity in keeping planets and moons in orbit</td>
<td>• outline the changes in scientific understandings of the Earth, sun and moon system.</td>
<td>• devise and use dichotomous keys</td>
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<td></td>
<td>• Explore the forces acting on simple machines.</td>
<td>• Investigate and explain the phases of the moon, and solar and lunar eclipses.</td>
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<td>• Create and interpret food chains and webs to show relationships between organisms in an environment</td>
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<td></td>
<td>Moving right along — applications</td>
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<td>Subject</td>
<td>Year</td>
<td>Description</td>
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</table>
| SOSE    | 7    | **Ancient civilizations (Greek):** Students examine the impact that Ancient Greek Civilization has had on modern society.  
**Australian law and government:** Students explore the levels of Australian Government and simulate a political debate.  
**Mapping:** Students investigate a variety of mapping techniques and skills, and apply these to produce a map of a place of interest.  
**The Rainforest and Endangered Species:** Students identify the defining components of a rainforest and the importance of rainforests. Students explore forest habitats and the effects of human activity (e.g. deforestation) on the health of the natural environment. |
| Technology | 7 | Technology as a human endeavour  
Technology influences and impacts on people, their communities and environments.  
- **Design and development of products are influenced by societies’ changing needs and wants, and include artefacts, systems, environments and services.**  
- **Product design and production decisions are influenced by specifications, constraints and aspects of appropriateness including functions, aesthetics, ethics, culture, available finances and resources, and sustainability.**  
- Decisions made about the design, development and use of products can impact positively or negatively on people, their communities and environments  
**Task** Students design and develop a simple product to provide clean drinking water. (Refer to C2C Science Yr 7 Units 1 & 2)  
**Information, materials and systems (resources)** The characteristics of resources are matched with tools and techniques to make products to meet design challenges.  
- Resources are selected according to their characteristics, to match requirements of design challenges and suit the user.  
- Techniques and tools are selected to manipulate or process resources to enhance the quality of products and to match design ideas, standards and specifications.  
**Task** Students explain the techniques and tools they utilised to manipulate or process a resource to match their design idea of a propulsion vehicle which they constructed. (Refer to C2C Science Yr 7 Unit 4) |
| PE      | 7    | **Streamlined:** Students need to know basic principles of movement in water to aid their performance.  
**Ball Skills:** Students develop their ball skills by participating in tennis and softball. Game rules and teamwork will be emphasized.  
**Athletics:** Students participate in athletics. Emphasis placed on skill development (e.g. improving techniques).  
**Ball Skills (2):** Students continue to develop their ball skills by participating in netball and touch.  
**Aquatics** is undertaken during the final weeks of term focusing on building students’ skills and identifying aspects of water safety.  
**Volley:** Students participate in volleyball and badminton. |
<table>
<thead>
<tr>
<th>7</th>
<th>HEALTH</th>
<th>“Beyond the Label”: Students will explore and analyze food additives and the positives and negative consequences these have on our diet.</th>
</tr>
</thead>
</table>
| 7 | HEALTH | **Personal development:** Beliefs, behaviours and social and environmental factors influence relationships and self-management and shape personal development.  
- Identity and self-image are influenced by environmental factors, including the media, and social expectations of age, gender and culture.  
- Assuming roles and responsibilities, experiencing leadership opportunities, respecting cultural protocols and differences and working well with others, develops positive identity and self-esteem.  
- Life events and transitions can be dealt with through meaning-making, resilience strategies, and use of personal and community resources.  

Task: Formative Assessment of students’ knowledge and understanding of how assuming roles, taking responsibilities and showing respect for cultural protocols and differences demonstrates leadership through which a positive identity and self-esteem is developed fostering an ability to work well with others. This can be observed, recorded, monitored and facilitated through class and school activities and student responses.  

(Links to Yr 7 SOSE TCC unit) |
| 7 | HEALTH | Health is multidimensional and influenced by individual, group and community actions, and environments.  
- Health has physical, social, emotional, cognitive and spiritual (relating to beliefs) dimensions, which are interrelated.  
- Family peers and the media influence health behaviours.  
- Individuals, groups and communities act on the advice in health promotion campaigns to promote health and wellbeing, including safety, and contribute to management of health risks.  
- Food groups are rich in particular nutrients, and food intake can be adapted to meet changing needs during adolescence.  

Task: Students prepare a short multimodal persuasive presentation for their peers on the benefits of eating nutrient rich foods during adolescence including how they can adapt their diet to meet these needs. Students administer a brief survey at the conclusion to gauge how effective their advice may have been in encouraging peers to act and this can be used as a reflective tool on the impact their presentation has made to promote health and wellbeing and contribute to management of health risks. |
| 7 | MUSIC | **Drumming the Beat:** Students demonstrate syncopation and complex rhythms through drumming. |
| 7 | MUSIC | **World of Disney:** Students analyse cartoon music. Students consider the elements of music and how they assist telling the story. |
### DRAMA

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.
- **Purpose and context are considered when modifying mood, time frames, language, place and space, and are used to express ideas.**
- Dramatic action is interpreted, prepared and shaped through scenarios and scripts.

**Task Students** discuss how Literature shapes scenarios from which dramatic action can be interpreted, prepared and shaped. Students demonstrate how a role and a character can be presented from a different perspective and situation using voice, movement and focus.

(Refer to C2C English Year 7– Units 1, 2, 3 and 4)

### VISUAL ART

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.**
- **Descriptive and emotive lines are used to create abstraction, proportion and symbolism.**
- Negative space and positive shape are used to create abstraction, non-representation and proportion.
- Actual, invented and simulated textures are used to create depth, representation and non-representation.

**Task: Formative Assessment** of student knowledge of the use of negative space, positive shape and texture through the oral critique of an art work.

### MEDIA

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.
- **Media techniques and practices, including editing and publishing, are used to create media texts.**
- Representations in media texts have specific purposes and are modified to maximise audience impact.

**Task Students** present a short instructional multimodal item demonstrating their knowledge and understanding of how a still and moving image, sound and word are applied and modified, using a genre convention, to construct a media text.

(Refer to C2C English Year 7– Units 1, 2, 3 and 4)

### DANCE

Dance involves using the human body to express ideas, considering intended audiences and intended purposes, by modifying dance elements in movement sequences.

- **Combinations of locomotor and non-locomotor movements are used to create actions for movement sequences.**
- Directional focus is used to draw attention in space in movement sequences.
- **Combinations of simple and compound time signatures are used to modify timing of movements in sequences.**
- **Suspending and vibrating movement qualities are used to modify energy.**
- Structuring devices, including transitions, motifs and improvisation forms, are used to organise movement sequences.

**Task: Formative Assessment** of student knowledge of the structuring devices used in a traditional dance and how they organise movement sequences to express ideas and a perspective.

(Refer to C2C English Year 7– Units 1 and 2)
| 8 | Teen representation in news media texts | Students listen to, read and view a variety of multimodal news media texts. They explore representations of teens in the texts to produce close readings of excerpts selected from them. | Analysing the representations of teen issues in a novel | Students read a novel that explores teen issues. Students draw on the understandings developed in Unit 1 to analyse a teen issue from a novel. | Reading and interpreting literary texts about and from Aboriginal and Torres Strait Islander histories and cultures | Students listen to, read and interpret a variety of literary texts about Aboriginal and Torres Strait Islander peoples’ histories and cultures. They read aloud a text or excerpts selected from texts that influence emotions and opinions on matters raised in the text/s. Students explain how the text/s use/s language in an emotive way, drawing on evidence selected from the text/s. | Creating imaginative responses to literary texts about and from Aboriginal and Torres Strait Islander histories and cultures | Students listen to, read and interpret literary texts, about and from Aboriginal and Torres Islander histories and cultures. They select a text or texts and produce an imaginative digital multimodal response (including written and visual elements) examining the values that underpin the text/s. Students determine the form of their response. | Reading and interpreting a play exploring a moral or ethical question | Students read a play that explores a significant moral or ethical question and listen to, read and view other texts relevant to the playwright and central ideas in the play. Students demonstrate their understanding of the play by responding in writing to comprehension questions. | Responding to the play (continuing from Unit 5) | Students listen to, read and view the play (studied in Unit 5) to create and deliver a spoken persuasive presentation about the moral or ethical question central to the play. | Reading and examining e-literature | Students read and view websites associated with literary texts. Students create a home page for a character they select from a favourite literary text. | Creating e-literature | Students read and view websites associated with literary texts. Students create a home page for a character they select from a favourite literary text. |
In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands of — Number and place value, Real numbers, Money and financial mathematics, students have opportunities to develop understandings of:
- The real number system — representing, comparing and ordering integers
- Calculations — problem solving involving the four operations and integers
- Percentages — making connections between percentages, fractions and decimals and applying this to percentage increase or decrease situations, and problem solving in a range of contexts including financial situations.

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 and Using units of measurement, students have opportunities to develop understandings of:
- Rates and ratios — modelling situations involving proportional relationships and solving a range of problems involving rates and ratios
- Linear and non-linear relationships — interpreting, modelling and formulating patterns and relationships; representing patterns and relationships as rules, functions, tables and graphs; solving linear equations using graphical techniques.
- Time — solving problems involving time duration, for 12 and 24 time formats, within a single time zone.

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 and Using units of measurement, students have opportunities to develop understandings of:
- Perimeter and Area — developing an understanding of area and finding the perimeter and area of parallelograms, rhombuses, kites and circles (including semi- and quarter-circles) — using formulas for perimeter and area to solve problems. — generating linear data values for perimeter, circumference and area and representing them in a graphical and algebraic models.

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 and Using units of measurement, students have opportunities to develop understandings of:
- Decimals — expressing rational numbers as terminating or recurring decimals
- Irrational numbers — appreciate that irrational numbers can be expressed as infinite decimals
- Probability — draw and interpret Venn diagrams to assign probabilities, state the complement of an event, use the complement to solving problems of probability, draw and use two-way tables to assign probabilities.

This unit builds upon students’ understanding of rational numbers, variables, three-dimensional objects, volume and area. They will:
- apply the associative, commutative and distributive laws of algebra
- simplify and factorise algebraic expressions
- solve numerical problems
- use mathematical reasoning
- convert between metric units related to volume
- establish formulas for calculating the volume of prisms
- solve problems involving volume.

This unit builds upon students’ understanding of rational numbers, variables, three-dimensional objects, volume, area and transformations. They will:
- use transformations to investigate congruence of plane shapes
- investigate congruence of triangles
- establish the properties for congruence of triangles
- establish the properties for congruence of quadrilaterals
- solve numerical problems
- use mathematical reasoning.

This unit builds upon students’ understanding of simple algebraic manipulation and linear graphs. They will:
- solve linear equations using both algebraic and graphical techniques
- verify solutions by substitution
- factorise algebraic expressions
- simplify algebraic expressions.
<table>
<thead>
<tr>
<th>Science</th>
<th>8</th>
<th>Particles matter</th>
<th>Students explore matter at a particle level. They examine how scientific knowledge changes as new evidence becomes available and is re-interpreted by scientists. Students engage in investigations related to the different states of matter and determine variables that affect the rate of change. They examine the organisation of the Periodic Table of Elements. Students will apply their understandings developed in this unit in their ongoing studies in chemistry.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry of common substances</td>
<td>Students distinguish between chemical and physical changes. They investigate simple chemical reactions using common substances, and explore the use of chemical reactions by the community. Students investigate useful applications for products of chemical reactions and identifies materials developed for a particular use.</td>
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<tr>
<td>Rock never dies</td>
<td>Students consider the incidence of rocks and minerals in the local community and more broadly the uses of minerals extracted from rocks. They evaluate the environmental impact of mineral extraction and how society can address the diminishing availability of mineral resources. This unit needs to be preceded by the Unit: Rocks in my world.</td>
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<tr>
<td>Rocks in my world</td>
<td>Students explore different types of rocks and the minerals of which they are composed. The dynamic nature of the rock cycle, the interrelationships between rock types and the role of energy and force are examined. This unit needs to be preceded by the Unit: Rocks in my world.</td>
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<tr>
<td>Energy for my lifestyle</td>
<td>In this unit, students apply knowledge from the previous unit to examine energy transfers and transformations. Students will:</td>
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<tr>
<td>Part A</td>
<td>- discuss the scientific classification of types of energy (e.g. kinetic, potential)</td>
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<td>Part B</td>
<td>- conduct investigations to explore energy transfers and transformation</td>
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<td>- create labelled diagrams to represent the related energy transfers, transformations and wastage</td>
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<td>- identify and explain energy transfers and transformations in everyday activities</td>
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<td>- investigate examples where heat energy is produced as a by-product.</td>
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<tr>
<td>Watt’s up</td>
<td>In this unit, students apply knowledge from the previous unit to examine energy transfers and transformations. Students will:</td>
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<td></td>
<td>- examine and report on energy production from renewable sources, addressing output and wastage</td>
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<td>- evaluate a large-scale energy source and its use, identifying how energy efficiency can reduce consumption</td>
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<td>- compare energy sources by purpose and evaluate how energy efficiency is improved</td>
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<td>- gather data related to energy consumption and consider implications for household use.</td>
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<tr>
<td>Building blocks of life</td>
<td>In this unit, students identify cells as the basic units of living things, and recognise their specialised structures and functions. Students will:</td>
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<td>- examine a variety of cells using a light microscope, by digital technology or by viewing a simulation</td>
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<td>- distinguish plant cells from animal cells</td>
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<td>- identify structures within cells and describe their function/s</td>
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<td>- recognise that some organisms consist of a single cell</td>
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<td>- recognise that cells reproduce via cell division</td>
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<td>- research developments in the understanding of cells and how this knowledge has impacted on areas such as health and medicine</td>
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<td>- apply rules relating to the safe and ethical use of biological specimens.</td>
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<td>Reproduction</td>
<td>In this unit, students research organ systems that allow multi-cellular organisms to survive and reproduce. Students will:</td>
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<td>- distinguish between asexual and sexual reproduction</td>
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<td>- discuss external and internal fertilisation and parental care</td>
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<td>- comparing similar systems in different organisms including comparing the reproductive systems of plants and animals</td>
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<td>- identify the structure of each organ in a system and relate its function to the overall system</td>
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<td></td>
<td>- outline the use of reproductive technologies and how developments in this field rely on knowledge from different areas of science and give rise to ethical considerations.</td>
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<tr>
<td>Subject</td>
<td>8</td>
<td><strong>Public Holidays</strong></td>
<td><strong>Field Study</strong></td>
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<td>Students research significant public holidays in Australia (from past, present, and future perspectives)</td>
<td>Students plan for and undertake a field study. Students design data collection tools and gather data about food webs. In addition, students learn about structural and behavioural adaptation.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Subject</th>
<th>8</th>
<th><strong>PE</strong>&lt;br&gt;<strong>Get the Ball</strong>:</th>
<th><strong>PE</strong>&lt;br&gt;<strong>Athletics Training Program</strong>:&lt;br&gt;Students will choose on athletic event and design a 10 week training program to develop their performance in the particular event</th>
<th><strong>PE</strong>&lt;br&gt;<strong>Get the Ball (2)</strong>: Students continue to develop their ball skills by participating in NETBALL and TOUCH.</th>
<th><strong>PE</strong>&lt;br&gt;<strong>Swimming Strokes</strong>:&lt;br&gt;Students will develop their swimming ability through implementation of Freestyle, Breaststroke, Butterfly and Backstroke.</th>
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<td></td>
<td></td>
<td>Students develop their ball skills by participating in tennis and softball. Game rules and teamwork will be emphasized.</td>
<td>Students will choose on athletic event and design a 10 week training program to develop their performance in the particular event</td>
<td>Students continue to develop their ball skills by participating in NETBALL and TOUCH.</td>
<td>Students will develop their swimming ability through implementation of Freestyle, Breaststroke, Butterfly and Backstroke.</td>
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</table>

| Subject   | 8   | **HEALTH**<br>**“Beyond the Label”**: Students will explore and analyze food additives and the positives and negative consequences these have on our diet. | **HEALTH**<br>**Personal Fitness**: Students predict their level of fitness. Students participate in a fitness test and then analyse their results (comparing against the norm). Students create a plan to improve their results during the remainder of the year). CONINCIDES with PE unit. | **HEALTH**<br>**Healthy Living**: Students explore the effects of social trends such as over-eating and smoking. Students identify life-style related diseases including obesity and cancer. | **HEALTH**<br>**Media, Marketing and Social Trends**: Students explore how media, marketing and social trends can influence adolescent choices resulting in stereotyped body images and poor food choices. |
Examining representations of Australia’s peoples, histories, and cultures

Students listen to, read and view a variety of information and literary texts featuring different representations of Australia’s peoples, histories and cultures to produce close readings of excerpts selected from these texts.

Creating alternative perspectives on Australia’s peoples, histories and cultures

Students create two transformations based on literary and information texts they have listened to, read and/or viewed to persuade the audience to adopt a particular point of view. One is a written transformation of a visual image, the other a multimodal presentation regarding transforming the national flag.

Reading and interpreting information texts and speculative fiction

Students listen to, read and view a variety of information texts and speculative fiction texts to create a speculative fiction short story, using an information text, such as an article from a science magazine, as a stimulus.

Creating speculative fiction from information texts

Students listen to, read and view one-act plays, including those from and about Asia and/or Australia’s engagement with Asia, to explore how playwrights deal with ethical issues. Students construct a one-act play dealing with an ethical issue relating to Asia and Australia’s engagement with Asia. It time available for teaching and learning permits, students perform their one-act plays.

Exploring issues in one-act plays

Students listen to, read and view plays with more than one act, including those about Asia and Australia’s engagement with Asia, to explore how playwrights deal with ethical issues. Students create a written comparative analytical essay examining how two different plays represent an ethical issue and offering explanations for these different representations.

Exploring issues through plays

Students read a novel to closely study the ways characters are constructed. They explore intertextuality by listening to, reading and viewing literary texts with characters similar to those in the novel. They read, listen to and view texts that continue to build their understanding of the ways characters are constructed in novels. They participate in a panel discussion examining the relationships between characters and how these characters allow the reader to see different perspectives on events and issues in the novel.

Evaluating characters in a novel

Students continue the close study of the novel from Unit 7. They continue to explore intertextuality by listening to, reading and viewing literary texts with characters similar to those in the novel. They read, listen to and view texts that continue to build their understanding of characterisation and other features of novels. Students create and deliver a persuasive presentation to support or challenge a particular character’s actions in response to events and issues in the novel. They reference the actions of characters from other literary texts and others’ perspectives on the character in their presentation to support their argument.

Examining characters’ perspectives on events and issues in the novel

Students continue the close study of the novel from Unit 7. They continue to explore intertextuality by listening to, reading and viewing literary texts with characters similar to those in the novel. They read, listen to and view texts that continue to build their understanding of characterisation and other features of novels. Students create and deliver a persuasive presentation to support or challenge a particular character’s actions in response to events and issues in the novel. They reference the actions of characters from other literary texts and others’ perspectives on the character in their presentation to support their argument.
<table>
<thead>
<tr>
<th>9</th>
<th>In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Through the sub-strands Real numbers, Linear and non-linear relationships and Pythagoras and trigonometry, students have opportunities to develop understandings of:</th>
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<th>In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. This unit builds upon students' understanding of probability including identifying complementary events, using two way tables and Venn diagrams. They will:</th>
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</tr>
</thead>
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<tr>
<td>Direct proportion — apply proportional thinking to rates, express rates algebraically and graphically, solve problems including speed</td>
<td>Distributive laws — expanding and factorising algebraic expressions including binomials, collecting like terms, sketching simple non-linear relations including parabolic, hyperbolic and circular graphs</td>
<td>Surface area and area — calculating and solving problems involving:</td>
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<td>Analytical geometry — explore and solve problems involving the calculation of gradients, distance between two points and midpoints</td>
<td>Similarity — using enlargement to explore, develop and apply the conditions of similarity in a number of contexts; comparing similarity to congruence; solving problems using representations of scale including ratio and scale factors.</td>
<td>area of compound shapes, including using Pythagoras' Theorem</td>
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<td>Pythagoras' Theorem — make connections between right-angled triangles, Pythagoras, the distance between points and gradients.</td>
<td>Geometry.</td>
<td>Pythagoras’ Theorem</td>
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<tr>
<td><strong>Maths</strong></td>
<td><strong>Units of measurement and Pythagoras and trigonometry students have opportunities to develop understandings of:</strong></td>
<td><strong>They will:</strong></td>
<td><strong>They will:</strong></td>
<td><strong>They will:</strong></td>
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<td></td>
<td>• Distributive laws — expanding and factorising algebraic expressions including binomials, collecting like terms.</td>
<td>• investigate surveys used in the media</td>
<td>• identify numerical and categorical variables</td>
<td>• apply similarity to find sine, cosine and tangent ratios</td>
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<td></td>
<td>• Index laws — numeric and algebraic terms, positive, negative and zero indices, scientific notation</td>
<td>• describe the spread of data including the use of appropriate displays (back-to-back stem-and-leaf plots and histograms).</td>
<td>• conduct two-step chance experiments with and without replacement</td>
<td>• apply trigonometric ratios to solve right-angled triangle problems</td>
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<td>• Simple interest — solving problems</td>
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<td></td>
<td>• Distributive law — expand algebraic expressions including binomials, and collect like terms.</td>
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<td></td>
<td>• Pythagoras’ Theorem — make connections between right-angled triangles, Pythagoras, the distance between points and gradients.</td>
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<td><strong>They will:</strong></td>
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<td>• solve problems involving midpoint, gradient and distance formulas</td>
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<td></td>
<td>• solve problems using Pythagoras’ theorem, ratio and scale factors</td>
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<td></td>
<td>• reason when solving problems in geometric situations.</td>
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<tr>
<td></td>
<td>• reason when solving problems in numeric, algebraic and geometric situations.</td>
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</table>
### Energy on the move
Students inquire into ways in which energy can be transferred through different materials. Students have opportunities to form hypotheses and investigate quantitative and qualitative variations to the transmission of electricity and heat. They use these findings and the information of secondary data sources in order to form evidence-based arguments. Students make informed decisions by quantifying resistance and insulation values. This unit needs to precede the Unit: Making Waves.

### Making waves
Students build on their knowledge of energy transfer to include the wave-based transfer of energy including sound and light. Students investigate wave motion and the variations to sound and light transfer caused by differing materials. They explore ways in which humans have used and controlled sound and light energy transfer for practical purposes. Students design investigations and apparatus using available materials to transmit a form of energy through a medium. This unit needs to follow the Unit: Energy on the move.

### It's elementary
Students explore the historical development of understandings of atomic structure. Students model an atom according to currently accepted understandings. They identify the work of selected early researchers into natural radiation and examine the concepts of isotopes and half-life. They explore practical applications of natural radiation. Students reflect on the theory and practical limitations of carbon dating.

This unit needs to precede the Unit: Chemical Matters and Heat and eat.

### The changing Earth
Students will explore the historical development of scientific theories via the investigation of earth movement. It introduces the technological developments that have aided scientists in the study of tectonic plate movement, and explores the impact on humans of events such as earthquakes, tsunamis and volcanoes related to geological activity.

### My life in balance
In this unit, students build on their understanding of the human body systems and their ability to respond to change. Students will:
- describe how the requirements of life are provided through the coordinated function of body systems
- demonstrate how body systems work together
- identify the responses of selected organ systems (e.g. nervous and digestive systems)
- compare how a disease affects the equilibrium of a body system
- apply their new knowledge to test, challenge or debate health-based claims made in advertising.

### Responding to change
In this unit, students examine change and sustainability within an ecosystem. Students will:
- examine the chemical processes of respiration and photosynthesis and their role in the energy flow in an ecosystem
- explore the interrelationships between biotic and abiotic components of ecosystems
- examine the interactions of organisms such as predator/prey, parasites, competitors and pollinators
- construct models to predict changes in populations due to environmental changes such as introduced species
- analyse patterns and trends in data relating to introduced species
- explore the conservation of species.

### Building blocks of life
In this unit, students identify cells as the basic units of living things, and recognise their specialised structures and functions. Students will:
- examine a variety of cells using a light microscope, by digital technology or by viewing a simulation
- distinguish plant cells from animal cells
- identify structures within cells and describe their function(s)
- recognise that some organisms consist of a single cell
- recognise that cells reproduce via cell division
- research developments in the understanding of cells and how this knowledge has impacted on areas such as health and medicine
- apply rules relating to the safe and ethical use of biological specimens.

### Heat and eat
In this unit, students conduct more detailed investigation into real-world applications of chemistry. Students will:
- explore endothermic and exothermic reactions, (e.g. in Meal, Ready-to-Eat (MREs) and hot and cold packs)
- conduct practical investigations to identify reactions as endothermic or exothermic, accurately collecting and recording data
- analyse patterns and trends in data to draw evidence-based conclusions using scientific language
- predict and conduct safe, fair investigations to explore the conservation of mass in chemical reactions.
<p>| 9 | <strong>Time, continuity and change:</strong> Students investigate social, political, economic and cultural changes and continuities are connected to particular events, ideas and contributions, and can be interpreted from different perspectives. <strong>Culture and identity</strong> Cultures and identities are shaped by a range of factors, and societies promote cohesion and diversity in different ways. | <strong>Mob movement (Indigenous Perspectives):</strong> Students investigate Australian history, focusing on Indigenous Rights. To do this students observe key objects from 1920 to 1970 and determine their importance in the changes to indigenous rights. Students create an annotated timeline of the changes identified (Part A). Students also explore the “Wave Hill Walk Off” and write an essay to persuade people that the Wave Hill Walk-Off is an important part of Australian history (Part B). | <strong>Contemporary Australian rural and urban issues (geography):</strong> <strong>Me, my place and my groups</strong> Students explore some of the ideas related to personal and group identity, culture and the role that place has in shaping these identities. Students use geographic skills, especially mapping, to investigate these topics. <strong>Place and space</strong> Maps, including topographic, political and thematic maps, are developed with particular features, including scale, contour lines and human-created boundaries, and use the specific skills of observing, visualising, estimating, sketching and measuring. | <strong>Globalization:</strong> “Where do my sneakers come from?” Through active participation in activities that investigate industries involved in the production of goods, students develop understandings about links between ecological and economic factors and the production and consumption of familiar resources. Students explore global patterns of industry, such as resource extraction and distribution, trade and wealth distribution among countries. Students use information from websites to reflect on and evaluate human rights campaigns relating to working conditions in countries around the world. Unfair dismissal laws and the Eight Hour Day and equal pay campaigns in Australia are investigated, and Australian working conditions are compared with those of other countries. |
| 9 | <strong>PE</strong> <strong>Get the Ball:</strong> Students develop their ball skills by participating in tennis and softball. Game rules and teamwork will be emphasized. | <strong>PE</strong> <strong>Athletics Training Program:</strong> Students will choose an athletic event and design a 10 week training program to develop their performance in the particular event. | <strong>PE</strong> <strong>Get the Ball (2):</strong> Students continue to develop their ball skills by participating in NETBALL and TOUCH. Game rules and teamwork will be emphasized. | <strong>PE</strong> <strong>Swimming Strokes:</strong> Students will develop their swimming ability though implementation of Freestyle, Breaststroke, Butterfly and Backstroke. |
| 9 | <strong>HEALTH</strong> <strong>“Beyond the Label”:</strong> Students will explore and analyze food additives and the positives and negative consequences these have on our diet. | <strong>HEALTH</strong> <strong>Personal Fitness:</strong> Students predict their level of fitness. Students participate in a fitness test and then analyse their results (comparing against the norm). Students create a plan to improve their results during the remainder of the year). CONINCIDES with PE unit. | <strong>HEALTH</strong> <strong>Healthy Living:</strong> Students explore the effects of social trends such as over-eating and smoking. Students identify life-style related diseases including obesity and cancer. | <strong>HEALTH</strong> <strong>Media, Marketing and Social Trends:</strong> Students explore how media, marketing and social trends can influence adolescent choices resulting in stereotyped body images and poor food choices. |</p>
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<tr>
<th>9</th>
<th>SPECILISED HEALTH UNIT</th>
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<tbody>
<tr>
<td>Mental Health (delivered by Annette Montebello – Clinical nurse): Students explore mental health issues.</td>
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<tr>
<th>4-7</th>
<th>KITCHEN GARDEN PROGRAM</th>
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<tbody>
<tr>
<td>Students from Years 4-7 participate in the Stephanie Alexander Kitchen Garden Program. This dynamic and innovative model incorporates mathematics and science concepts in weekly kitchen and garden classes. The program enables “skills-based learning that extends across the entire school curriculum.”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7-9</th>
<th>YEAR 7-9 ELECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following electives are on offer to Years 7-9 students. Students will rotate through the electives, participating in one elective per term.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7-9</th>
<th>CATERING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students read, view and discuss a variety of recipes. They work in groups to develop the practical skills required to produce food from set recipes. Recipes are chosen that provide opportunities for students to develop and demonstrate the following skills:</td>
<td></td>
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<tr>
<td>• Reading a recipe and following instructions</td>
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<tr>
<td>• Effective communication</td>
<td></td>
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<tr>
<td>• Presentation of samples to selected staff for feedback</td>
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<tr>
<td>• Working as part of a team</td>
<td></td>
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<tr>
<td>• Ingredient and utensil management</td>
<td></td>
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<tr>
<td>• Personal and kitchen hygiene</td>
<td></td>
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</tbody>
</table>

| ITD | The subject area combines theoretical understandings with practical applications related to product design and manufacture and graphical communication. Students design and create products using contemporary materials, tools, equipment, processes and techniques that are specific to industrial technology and design. Understandings of the appropriateness of products, as well as the social, ethical and environmental issues pertaining to material use, disposal and safety are included within the subject area. Industrial technology and design students work independently and collaboratively in activities that require them to meet constraints such as time, cost and availability of resources. Tasks will vary dependent on group. |

| SUSTAINABLE SCIENCE |
| YEAR 8/9 BOYS |
| Students design, plan and create an outdoor reading room from recycled materials. |

| OTHER STUDENTS |
| Students start each class by participating in team-building activities (sustainability-themed). Students then work on planting bush tucker gardens. Students also explore topics including: sustainable farming and water conservation. Students perform related experiments. |

| DRUM BEAT/DUKE OF EDINBURGH |
| Students participate in Drum Beat, a Socio-Emotional Learning program that engages students through the use of drumming. Students create various rhythms and beats to promote discussion around topics such as: listening, team-work, communication, etc. |
| Students engage in Duke of Edinburgh which is a personal development program including: physical challenges, community skills and journey elements. |
### Hours

<table>
<thead>
<tr>
<th>Learning area</th>
<th>Prep</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>7 hrs</td>
<td>7 hrs</td>
<td>7 hrs</td>
<td>6 hrs</td>
<td>6 hrs</td>
<td>6 hrs</td>
<td>6 hrs</td>
<td>3.5 hrs</td>
<td>3.5 hrs</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>5 hrs</td>
<td>5 hrs</td>
<td>5 hrs</td>
<td>5 hrs</td>
<td>5 hrs</td>
<td>5 hrs</td>
<td>5 hrs</td>
<td>3.5 hrs</td>
<td>3.5 hrs</td>
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</tr>
<tr>
<td><strong>Science</strong></td>
<td>1 hr</td>
<td>1 hr</td>
<td>1 hr</td>
<td>1.75 hrs</td>
<td>1.75 hrs</td>
<td>1.75 hrs</td>
<td>1.75 hrs</td>
<td>2.5 hrs</td>
<td>2.5 hrs</td>
<td>3 hrs</td>
</tr>
<tr>
<td><strong>History (2013)</strong></td>
<td>0.5 hrs</td>
<td>0.5 hrs</td>
<td>0.5 hrs</td>
<td>1 hr</td>
<td>1 hr</td>
<td>1 hr</td>
<td>1 hr</td>
<td>1.25 hrs</td>
<td>1.25 hrs</td>
<td>1.25 hrs</td>
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<tr>
<td><strong>Languages</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>1.5 hrs</td>
<td>1.5 hrs</td>
<td>2 hrs</td>
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