Baralaba State School

Whole-school curriculum plan
Multi-level P–6 2018

Aligned to version 8 of the Australian Curriculum
# English – Prep

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<tr>
<td>Enjoying our new world</td>
<td>Enjoying and retelling stories</td>
<td>Interacting with others</td>
<td>Responding to text</td>
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</table>

Students listen to and read texts to explore predictable text structures and common visual patterns in a range of literary and non-literary texts, including fiction and 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.

Students listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain through retelling events. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — Focused teaching and learning, Play, Real-life situations, Investigations, and Routines and transitions. Students sequence events from a range of texts, including stories from Aboriginal peoples and Torres Strait Islander peoples, and select a favourite story to retell to a small group of classmates. They prepare for their spoken retelling by drawing events in sequence and writing simple sentences.

Students listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge and a range of language features. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — Focused teaching and learning, Play, Real-life situations, Investigations and Routines and transitions. Students create a rhyming verse and recite it to a familiar audience. They listen while others present their rhyme and show knowledge of rhyme by identifying the rhyming words that they have used.

Students have multiple opportunities to read, examine and respond to literature and explore the structure and organisation. Students create an imaginative multimodal text that includes illustrations. 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, Routines and transitions.

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# English – Year 1/2

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<tbody>
<tr>
<td>Reading, writing and performing poetry</td>
<td>Stories of families and friends</td>
<td>Exploring characters</td>
<td>Exploring procedural text</td>
<td>Exploring informative texts</td>
<td>Exploring plot and characterisation in stories</td>
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</table>

Students read and listen to a range of poems to create a poetry innovation. Students present their poem or rhyme to a familiar audience and explain their preference for aspects of poems.

Students explore texts to analyse how stories convey a message about issues that relate to families and friends. Students write an imaginative new narrative about family relationships and/or friendships for a familiar animal character.

Students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts. They compare how similar characters are depicted in two literary texts and write a text expressing a preference for one character, giving reasons.

Students listen to, read and view a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text. Students create, rehearse and present a procedure in front of their peers.

Students read, view and listen to a range of texts to comprehend and compare the text structures and language features of imaginative and informative texts. Students create an informative text with a supporting image.

Students explore a variety of stories in picture books and other cultures to explore how stories use plot and characterisation to entertain an audience. Students create a written imaginative story to be added to a familiar narrative with appropriate images that match the text.

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# English – Year 3/4

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Students listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain through retelling events. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — Focused teaching and learning, Play, Real-life situations, Investigations and Routines and transitions.
<table>
<thead>
<tr>
<th>Analysing and creating persuasive texts</th>
<th>Investigating characters</th>
<th>Exploring character and setting in texts</th>
<th>Examining stories from different perspectives</th>
<th>Examining imaginative texts</th>
<th>Reading, responding to an writing Australian poetry a people’s stories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience. They use this language to create their own persuasive texts.</td>
<td>Students listen to, view and read a novel to explore the authors’ use of descriptive language in the construction of characters. They complete a reading log that analyses characters from the novel. Students read an extract from the novel and answer questions using comprehension strategies to build literal and inferred meaning of the text. They write a short imaginative narrative based on a familiar theme.</td>
<td>Students listen to, read, view and analyse informative and literary texts. They create and present a spoken procedure in the role of a character. They make inferences about characters and settings and draw connections between the text and their own experiences. Students write a persuasive letter that links to the literary text.</td>
<td>Students listen to, view, read and compare a range of stories, with a focus on different versions of the same story. They comprehend stories and create a spoken retelling of a story from a different perspective.</td>
<td>Students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual features used to suit context, purpose and audience. They create a multimodal imaginative text.</td>
<td>Students listen to, read, view, adapt Australian poems. The analyse texts by exploring the context, purpose and audience and how language features and language devices can be adapted to create new meaning. Students read a rhyming text and explore ways in which language features and devices can be highlighted in performance through the use of pace, pitch, tone, volume and gesture.</td>
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### English – Year 5/6

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<tbody>
<tr>
<td>Examining and creating fantasy texts</td>
<td>Examining media texts</td>
<td>Examining characters in animated film</td>
<td>Appreciating poetry</td>
<td>Responding to poetry</td>
<td>Exploring narrative through novels and film</td>
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</table>

**UNIT 1**

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. They create the first chapter of a fantasy novel, depicting contrasting fantasy characters in relation to setting and plot.

**UNIT 2**

Students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts. Students apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts. They create a digital, multimodal feature article, including written and visual elements, from a particular viewpoint.

**UNIT 3**

Students listen to, read, view and interpret a range of multimodal texts including comics, cartoons and animations. They produce a digital multimodal short story exploring a character’s behaviour when faced with an ethical dilemma.

**UNIT 4**

Students listen to, read and view a range of poetry, including anthems, odes and other lyric poems from different contexts. They interpret and evaluate poems, analysing how text structures and language features have been constructed by the poet, for specific purposes and effects.

**UNIT 5**

Students listen to, read and view a range of poetry, including narrative poems, to create a transformation of a narrative poem to a digital multimodal narrative.

**UNIT 6**

Students listen to, read and view films and novels with a range characters and involving flashbacks or shifts in time. They demonstrate understanding of depiction of characters, setting and events in a chosen film. Create a written comparison novel and the film adaptation. Students listen to and view narrative films and spoken, written and digital film reviews, to compare a written film review of a chosen film. Students express and justify their opinions about aspects of the novels and films during group discussions.
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<tr>
<th><strong>UNIT 1</strong></th>
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</thead>
<tbody>
<tr>
<td>I can do it!</td>
<td>I am Growing and changing</td>
<td>Looking out for others</td>
<td>I am safe</td>
</tr>
</tbody>
</table>

Students explore information about what makes them unique and their strengths and achievements. They participate in play.

- understand that they are an individual with unique qualities
- identify different settings where they can be active
- describe actions that help keep them safe
- recognise and name emotions people may experience in different situations
- understand reasons for varying individual emotional responses in similar situations
- practise using strategies to support trying and success when faced with challenges.

Students explore how their bodies are growing and developing, and identify the actions that keep them healthy such as diet, hygiene and physical activity.

- explore how bodies grow and change by identifying the body parts and individual characteristics
- identify and explore how we look after our bodies
- investigate the importance of activity to look after our body
- identify who helps me keep healthy and active.

Students identify and describe different emotions people experience. They explore and practice ways to interact with others in a variety of settings.

- explore different ways of communicating emotions including facial, physical and verbal expressions
- understand how emotional responses may differ between people and in different situations
- understand the personal and social skills that can be used to interact with others
- practise working cooperatively and including others in group situations.

Students identify actions and protective behaviour that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires.

- understand what children should do to keep themselves safe in different situations
- understand the dangers of different places things in a household
- understand how following rules can keep children safe at home
- understand the safe behaviours to follow with medicines and around poisons
- understand the hazards associated with different water areas and how to stay safe and around water
- understand how fires start and how to be safe in fire emergencies
- describe and demonstrate protective behaviours and actions that help keep the safe in various situations.

This unit incorporates concepts from the Daniel Morcombe Child Safety Curriculum.

All units are developed using the Australian Curriculum: Health and Physical Education Prep content descriptions and achievement standard.

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<table>
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<th>Health and Physical Education: Movement and physical activity – Year Prep</th>
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<td><strong>UNIT 1</strong></td>
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<tr>
<td>Let’s get moving</td>
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</tbody>
</table>
| Students develop the fundamental movement skills of running, hopping, jumping and galloping through active participation in activities, games and movement challenges. Students:  
  - explore and apply safety rules during physical activities.  
  - explore concepts of movement.  
  - develop the fundamental movement skills of running, jumping, hopping and galloping.  
  - test and trial ideas to solve movement challenges. | Students develop their fundamental movement skills while completing beanbag activities and challenges within groups of varying sizes. Students:  
  - develop the two-handed catch, underarm throw and dynamic balance techniques.  
  - identify and develop the attributes of a good partner.  
  - test and trial solutions to solve movement challenges. | Students demonstrate personal and social skills to include others and describe their feelings after participating in a range of active games. Students:  
  - develop personal and social skills to include others in active games.  
  - understand different ways of feeling after participating in active games. | Students explore the elements of movement (size, level and shape) and perform movement in response to music. They also describe how their body responds to movement. Students:  
  - develop fundamental movement skills (galloping, leaping, rolling and balancing).  
  - explore shape, direction, level and time when performing fundamental movement skills.  
  - combine fundamental movement skills and apply the elements of movement to perform movement sequences. |

All units are developed using the Australian Curriculum: Health and Physical Education Prep content descriptions and achievement standard.

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<tr>
<td>My classroom is healthy, safe and fun</td>
<td>Our culture</td>
<td>Stay safe</td>
<td>Message targets</td>
</tr>
<tr>
<td>Students investigate the concept of what health is and the foods and activities that make them healthy. They explore opportunities in the classroom environment where healthy and safe practices can be implemented. Students identify the actions that they can apply to keep themselves and others’ healthy and safe in and outside their classroom.</td>
<td>Students explore what shapes their own, their family and classroom’s identity. They examine similarities and differences in individual and groups and ways to include others to make them feel that they belong. Students explore how different strengths and achievements are recognised and celebrated.</td>
<td>Students explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and explore the emotions they feel in response to safe and unsafe situations. Students consider different aspects of sun safety and how they can promote their health, safety and wellbeing.</td>
<td>Students examine the purpose of advertising and techniques used to engage children. They explore health messages seen in advertising and how they can be used to make good decisions about their own health and wellbeing. Students:</td>
</tr>
<tr>
<td>• understand what health means</td>
<td>• recognise the influences that shape personal, family and classroom identities</td>
<td>• understand their personal responsibility in staying safe</td>
<td>• understand advertising techniques and the purpose of advertising</td>
</tr>
<tr>
<td>• understand what makes the classroom a healthy and safe environment</td>
<td>• examine how different characteristics make people, families and classrooms unique</td>
<td>• understand how to stay safe in the wider community</td>
<td>• interpret health messages and how they influence people’s decisions and behaviour</td>
</tr>
<tr>
<td>• understand the actions that can be taken to keep themselves and others healthy and safe in and outside the classroom.</td>
<td>• recognise similarities and differences between individuals and within a group</td>
<td>• recognise the clues that can be used to recognise safe and unsafe situations</td>
<td>• understand how advertisements are used to promote healthy behaviours</td>
</tr>
<tr>
<td></td>
<td>• identify the feelings people experience when included in groups and excluded from groups</td>
<td>• understand the emotions they feel in response to safe and unsafe situations</td>
<td>• recognise how to make decisions that promote their own health and wellbeing</td>
</tr>
<tr>
<td></td>
<td>• recognise that people have different strengths and achievements</td>
<td>• identify strategies and actions that can be used by students to keep themselves safe and ask for help if necessary</td>
<td>• use their knowledge of advertising and health messages to create a health promoting po</td>
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All units are developed using the Australian Curriculum: Health and Physical Education Years 1 and 2 content descriptions and achievement standard.
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<td><strong>Swim and gym</strong>&lt;br&gt;Swim: Tadpole tales&lt;br&gt;In this context, students develop aquatic skills and swimming strokes. Students perform aquatic skills in a sequence that incorporates the elements of movement. Students:&lt;br&gt;• follow rules and safe practices required at the pool&lt;br&gt;• develop aquatic skills and the recognised strokes of freestyle and backstroke&lt;br&gt;• refine aquatic and swimming skills sequences through exploring the elements of movement.&lt;br&gt;OR&lt;br&gt;Gym: iMove iJump iLand&lt;br&gt;In this context, students develop and perform static balances, locomotion skills, rotations, springs and landings. They also perform these gymnastic skills as a continuous movement sequence that incorporates the elements of under, over and through the air. Students:&lt;br&gt;• follow rules and safe practices required in the gymnastics setting&lt;br&gt;• develop static balances, locomotion skills, rotations&lt;br&gt;• springs and landings.&lt;br&gt;• refine the gymnastic skills sequences by incorporating elements of movement.</td>
<td><strong>They keep me rolling</strong>&lt;br&gt;Students demonstrate fundamental movement skills during activities using scooter boards. Students:&lt;br&gt;• develop scooter board safety rules and practices&lt;br&gt;• develop movement skills to manoeuvre a scooter board in different situations&lt;br&gt;• apply scooter board skills in collaborative games&lt;br&gt;• develop personal and social skills required to interact positively with others in collaborative games&lt;br&gt;• apply and refine scooter board skills in scooter board challenges&lt;br&gt;• apply personal and social skills required to interact positively with others in partner challenges.</td>
<td><strong>What's your target?</strong>&lt;br&gt;Students perform the refined fundamental movement skills (instep pass, punt kick and one hand strike) and use them to solve movement challenges. They apply strategies for working cooperatively and apply rules fairly. Students:&lt;br&gt;• develop the fundamental movement skills of instep passing, punt kicking and one hand striking&lt;br&gt;• apply and adjust fundamental movement skills to test and trial solutions to movement challenges.</td>
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All units are developed using the Australian Curriculum: Health and Physical Education Years 1 and 2 content descriptions and achievement standard.
### Health and Physical Education: Personal, social and community health – Year 3/4

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<tr>
<td>Making healthy choices</td>
<td>Culture in Australia – Positive interactions</td>
<td>Health channels</td>
<td>Netiquette and online protocols</td>
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</table>
| Students identify strategies to keep healthy and improve fitness. They explore the Australian Guide to Healthy Eating and the five food groups. Students understand the importance of a balanced diet and how health messages influence food choices. They create meal plans that reflect health messages. Students:  
  • review what is meant by being healthy  
  • identify strategies that help keep people healthy and well  
  • identify the five food groups  
  • understand the health benefits of food  
  • understand the benefits of healthy food choices  
  • recognise strategies that assist in making healthy food choices  
  • explore healthy breakfast choices  
  • understand how health messages influence choices  
  • promote healthy food/meal choices. | Students investigate how heritage and culture contribute to identity. They investigate how emotional responses vary and participate in partner and group activities. They explore the communication skills of respect and empathy and how they support positive interactions. Students:  
  • explore how cultures are similar and different  
  • investigate own heritage and culture  
  • understand how meeting challenges and coping with failure contribute to success  
  • identify relationships and roles that contribute to their identity  
  • understand that feelings can be communicated in different ways  
  • explore how emotional responses vary between cultures and individuals  
  • investigate ways to demonstrate respect and empathy  
  • identify varying emotional responses to situations. | Students examine different sources of health information and how to interpret them with regard to accuracy. They identify health messages and the methods they use to influence decisions. They look at smoking as a case study of how health messages change over time. Students apply decision-making skills to different health scenarios. Students:  
  • identify and interpret health messages  
  • assess the accuracy of health messages from different sources  
  • investigate the methods used to sell products and how they influence people’s choices  
  • recognise how health messages in the media can change over time  
  • identify information sources and strategies to use when making decisions about their health. | Students examine and interpret health information about cybersafety and online protocols. They describe and apply strategies that can be used cyberbullying situations that make them feel uncomfortable or unsafe. They explore the importance of demonstrating respect and empathy online relationships. They reflect on young people’s use of digital technologies and online community and identify local resources to support their safety. Students:  
  • examine the need to balance the time spent using electronic devices and playing online games  
  • recognise the health benefits and risks of interacting in online communities  
  • examine how personal information is used shared online  
  • review websites and interpret health messages about cybersafety  
  • explore how their online behaviours affect their digital footprint  
  • examine different types of communication use on the internet and how to display good manners towards others. This unit incorporates concepts from the Daniel Morcombe Child Safety Curriculum. |

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<td>Superstars</td>
<td>Athletic spectacle</td>
<td>Having a ball</td>
<td>Let me entertain you</td>
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**Splosh Splash**

In this context, students practise and refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke, and breaststroke and solve safety and survival challenges. They also examine the benefits of being fit and physically active and how they relate to swimming.

Students:
- combine arm, leg and breathing movements with the elements of movement to develop swimming strokes
- refine body movements and apply movement concepts to perform aquatic skills and swimming strokes in a sequence
- examine the benefits of swimming.

Students create an athletic themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations.

Students:
- develop and combine fundamental movement skills to form athletic sequences
- become familiar with the elements of movement and their use in athletic sequences.
- create and practise athletic-themed movement sequences that link fundamental movement skills and apply the elements of movement develop athletic-movement sequences in authentic running, jumping and throwing situations.

Students perform the refined fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching and use them to solve movement challenges. They apply strategies for working cooperatively and apply rules fairly.

Students:
- develop and refine the fundamental movement skills of throwing and catching
- explore and develop the concepts and strategies of Fast 4 newcombe
- develop strategies for working cooperatively and applying rules fairly
- solve movement challenges.

Students practice and refine fundamental movement skills to perform the circus skills of balancing and juggling.

Students:
- develop and combine throwing and catching skills into juggling sequences apply throwing and catching skills in juggling challenges
- develop static and dynamic balancing skill apply static and dynamic balancing skills in balancing challenges.

All units are developed using the Australian Curriculum: Health and Physical Education Years 3 and 4 content descriptions and achievement standard.
## Health and Physical Education: Personal, social and community health – Year 5/6

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<tr>
<td><strong>Who influences me?</strong></td>
<td><strong>Lets all be active</strong></td>
<td><strong>What am I drinking?</strong></td>
<td><strong>Transitioning</strong></td>
</tr>
<tr>
<td>Students explain the influence of people and place on identities. They explore how important people in their lives and the media can influence health behaviour. Students examine influences on health behaviour and construct a health message for their peers. Students:</td>
<td>Students investigate how physical activity creates opportunities for different groups to work together. Students identify how physical activity contributes to individual and community wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity. Students:</td>
<td>Students explore drink products that contribute to health and wellbeing. They focus on investigating a variety of drink options including soft drinks, energy drinks and fruit juice, and the effects they have on the body. Students examine available alternatives to various drink options. Students:</td>
<td>Students explore the feelings, challenges, and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition. Students:</td>
</tr>
<tr>
<td>• explore how personal qualities shape identity</td>
<td>• review their physical activity choices and reasons for participation</td>
<td>• understand how drink choices affect health and wellbeing</td>
<td>• explore the feelings and emotions associated with new situations and coping with change</td>
</tr>
<tr>
<td>• examine how place shapes identity</td>
<td>• explore different physical activities including those from Aboriginal and Torres Strait Islander people’s and Asian cultures</td>
<td>• examine drink labels and consider drink alternatives</td>
<td>• discuss the knowledge and skills that help people adapt to new situations</td>
</tr>
<tr>
<td>• investigate membership of groups</td>
<td>• discuss selected findings about physical activity participation for young Australians</td>
<td>• understand how preventative health practices contribute to promoting and maintaining health, safety and wellbeing</td>
<td>• reflect on the way they adapt to change</td>
</tr>
<tr>
<td>• understand the meaning of the terms celebrity, hero and role model</td>
<td>• determine methods to gather and record information on physical activity participation.</td>
<td>• apply preventative health strategies to promote and maintain the health, safety and wellbeing of individuals and their communities.</td>
<td>• examine how communication skills support positive relationships</td>
</tr>
<tr>
<td>• investigate the influence of celebrities, heroes and role models on identity</td>
<td>• discuss how food choices support participation in physical activity</td>
<td></td>
<td>• explore the similarities and differences between primary and secondary school</td>
</tr>
<tr>
<td>• explore different health messages and how they are communicated</td>
<td>• identify the benefits of participating in physical activity for all the dimensions of health</td>
<td></td>
<td>• examine how students experience diversity during their transition to secondary school</td>
</tr>
<tr>
<td>• investigate the use and influence of high profile people as health messengers</td>
<td>• discuss how physical activity creates connections to the natural environment</td>
<td></td>
<td>• discuss how diversity has positive influence on individuals and communities.</td>
</tr>
<tr>
<td>• recognise that there are different health issues for different life stages</td>
<td>• review information on physical activity</td>
<td></td>
<td></td>
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<tr>
<td>• consider the different ways health messages are communicated.</td>
<td>• consider factors that contribute to the creation of a physical activity</td>
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<td></td>
<td>• investigate technologies that support physical activity.</td>
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All units are developed using the Australian Curriculum: Health and Physical Education Years 5 and 6 content descriptions and achievement standard.
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<tr>
<td><strong>Surf or turf</strong></td>
<td><strong>Fitness fun</strong></td>
<td><strong>‘All codes’ football</strong></td>
<td><strong>Over the net</strong></td>
</tr>
</tbody>
</table>
| **Junior Lifesaver** In this context students practice specialised movement skills including: swimming strokes, survival strokes and rescue situations. They apply and combine the above skills in different rescue situations. Students:  
- develop above water and underwater arm recovery strokes, rescue techniques and survival skills  
- apply swimming concepts and strategies to refine performance of swimming strokes  
- develop understanding of lifesaving concepts and strategies and apply them in practical survival and rescue situations.  
Students develop specialised movement skills within different fitness contexts. They participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing. Students:  
- participate in health-related fitness activities  
- experience a health-related fitness circuit to explore circuit purposes and principles  
- explore how manipulating or modifying the elements of movement impacts on performance in health-related fitness activities  
- develop understanding of the organisation of fitness circuits  
Students perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes in “All codes” football. Students:  
- apply and refine the specialised movement skills of ‘all codes’ football  
- propose and combine movement concepts and strategies in ‘all codes’ football.  
Students perform specialised tennis skills. They combine and perform specialised tennis skills to open up space on the court to win or gain the uhand within gameplay. They demonstrate skills work collaboratively and play fairly during tennis-related activities and games. Students:  
- become familiar with the responsibilities of tennis players in regard to following game r and etiquette  
- develop, practise and refine specialised tennis skills (forehand and backhand strokes)  
- combine and perform specialised tennis skills on the court to win the point.  
| All units are developed using the Australian Curriculum: Health and Physical Education Years 5 and 6 content descriptions and achievement standard. |
### Humanities and Social Sciences: HASS – Prep

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<td><strong>My family history</strong></td>
<td><strong>My special places</strong></td>
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<tr>
<td>Inquiry questions:</td>
<td>Inquiry questions:</td>
</tr>
<tr>
<td><em>What is my history and how do I know?</em></td>
<td><em>What are places like and what makes them special?</em></td>
</tr>
<tr>
<td>Students:</td>
<td>Students:</td>
</tr>
<tr>
<td>- explore the nature and structure of families</td>
<td>- draw on studies at the personal scale, including places where they live or other places that are familiar to them</td>
</tr>
<tr>
<td>- identify their own personal history, particularly their own family backgrounds and relationships</td>
<td>- understand that a ‘place’ has features and a boundary that can be represented on maps or globes</td>
</tr>
<tr>
<td>- examine diversity within their family and others</td>
<td>- recognise that what makes a ‘place’ special depends on how people view the place or use the place for different purposes</td>
</tr>
<tr>
<td>- investigate familiar ways family and friends commemorate past events that are important to them</td>
<td>- observe and represent the location and features of places using pictorial maps and models</td>
</tr>
<tr>
<td>- recognise how stories of families and the past can be communicated through sources that represent past events</td>
<td>- examine sources to identify ways that people care for special places</td>
</tr>
<tr>
<td>- present stories about personal and family events in the past that are commemorated.</td>
<td>- describe special places and the reasons they are special to people</td>
</tr>
<tr>
<td></td>
<td>- reflect on learning to suggest ways they could contribute to the caring of a special place.</td>
</tr>
</tbody>
</table>

### Humanities and Social Sciences: HASS – Year 1/2

<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>UNIT 2</th>
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</thead>
<tbody>
<tr>
<td><strong>Present connections to places</strong></td>
<td><strong>Impacts of technology over time</strong></td>
</tr>
<tr>
<td>Inquiry questions:</td>
<td>Inquiry questions:</td>
</tr>
<tr>
<td><em>How are people connected to their place and other places?</em></td>
<td><em>How have changes in technology shaped our daily life?</em></td>
</tr>
<tr>
<td>Students:</td>
<td>Students:</td>
</tr>
<tr>
<td>- draw on representations of the world as geographical divisions and the location of Australia</td>
<td>- investigate continuity and change in technology used in the home, for example, in toys or household products</td>
</tr>
<tr>
<td>- recognise that each place has a location on the surface of the Earth, which can be expressed using direction and location of one place from another</td>
<td>- compare and contrast features of objects from the past and present</td>
</tr>
<tr>
<td>- identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or region-of-the-world scale</td>
<td>- sequence key developments in the use of a particular object in daily life over time</td>
</tr>
<tr>
<td>- understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world, and that these connections are influenced by purpose, distance and accessibility</td>
<td>- pose questions about objects from the past and present</td>
</tr>
<tr>
<td>- represent connections between places by constructing maps and using symbols</td>
<td>- describe ways technology has impacted on peoples’ lives making them different from those of previous generations</td>
</tr>
<tr>
<td>- examine geographical information and data to identify ways people, including Aboriginal and Torres Strait Islander people, are connected to places and factors that influence those connections</td>
<td>- use information gathered for an investigation to develop a narrative about the past.</td>
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</table>
### UNIT 1
**Our unique communities**

**Inquiry questions:**
*How do people contribute to their unique communities?*

**Students:**
- identify individuals, events and aspects of the past that have significance in the present
- identify and describe aspects of their community that have changed and remained the same over time
- explain how and why people participate in and contribute to their communities
- identify a point of view about the importance of different celebrations and commemorations to different groups
- pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions
- sequence information about events and the lives of individuals in chronological order
- communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms.

### UNIT 2
**Exploring places near and far**

**Inquiry questions:**
*How and why are places similar and different?*

**Students:**
- identify connections between people and the characteristics of places
- describe the diverse characteristics of different places at the local scale and explain the similar and differences between the characteristics of these places
- interpret data to identify and describe simple distributions and draw simple conclusions
- record and represent data in different formats, including labelled maps using basic cartographic conventions.
- explain the role of rules in their community and share their views on an issue related to rule-making
- describe the importance of making decisions democratically and propose individual action in response to a democratic issue
- communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.
### Humanities and Social Sciences: HASS – Year 5/6

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<th>UNIT 5</th>
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</thead>
<tbody>
<tr>
<td>People and the environment</td>
<td>Managing Australian communities</td>
<td>Communities in colonial Australia (1800’s)</td>
<td>Participating in Australian Communities</td>
<td>Australian communities of the future (discretionary)</td>
</tr>
</tbody>
</table>

#### Inquiry questions:

**How do people and environments influence one another?**

Students investigate:

- the characteristics of places in Europe and North America and the location of their major countries in relation to Australia
- the human and environmental factors that influence the characteristics of places and the interconnections between people and environments
- the impact of human actions on the environmental characteristics of places in two countries in Europe and North America
- how to complete maps using cartographic conventions
- the language used to describe the relative location of places at a national scale
- how to represent and interpret data to identify simple patterns, trends, spatial distribution, inter relationships and draw conclusions.

#### Inquiry questions:

**How are people and environments managed in Australian communities?**

Students investigate:

- how places are affected by the interconnection between people, places and environments
- the influence of people on the human characteristics of places, including how the use of space within a place is organised
- how laws impact on the lives of people in the present
- the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management
- environmental challenges in the form of natural hazards
- ways in which people respond to a geographical challenge and the possible effects of actions.

#### Inquiry questions:

**How have individuals and groups in the colonial past contributed to the development of Australia?**

Students investigate:

- key events related to the development of British colonies in Australia after 1800
- the economic, political and social reasons for colonial developments in Australia after 1800
- aspects of daily life for different groups of people during the colonial period in Australia
- the effects that colonisation had on the lives of Aboriginal peoples and on the environment
- significant developments and events that impacted on the development of colonial Australia, including the gold rushes and inland exploration
- the significance of individuals and groups in shaping the colonies, especially through inland exploration.

#### Inquiry questions:

**How have people enacted their values and perceptions about their community, other people and places, past and present?**

Students investigate:

- the key values of Australia’s liberal democratic system of government, particularly the values of freedom, equality, fairness and justice
- significant past developments, events, individuals and groups that impacted on the development law and democracy in Australia, particularly the Eureka Stockade and Peter Lalor
- representative democracy and voting processes in Australia
- how laws impacted on the lives of people in the past.

#### Inquiry questions:

**What is the relationship between environments and my role as a consumer?**

Students investigate:

- a familiar personal or community economics or business issue the experience in their everyday life
- how to distinguish between need wants, and recognise why choice need to be made about how limit resources are used
- how different types of resources used by societies to satisfy need: wants of present and future generations
- how a variety of factors influence consumer choices and that differ strategies can be used to help more informed personal consumer and financial choices.
### Languages: Japanese – Year 5-6

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<th>UNIT 5</th>
<th>UNIT 6</th>
<th>UNIT 7</th>
<th>UNIT 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What’s in a name?</strong></td>
<td><strong>What is a family?</strong></td>
<td><strong>What are personal spaces?</strong></td>
<td><strong>How do we play?</strong></td>
<td><strong>What is character?</strong></td>
<td><strong>What is change?</strong></td>
<td><strong>What is school life?</strong></td>
<td><strong>What do I think about?</strong></td>
</tr>
<tr>
<td>Students explore the concept of names and the meanings they hold in Japan. Students use language to communicate ideas relating to names and personal identity in a culturally-appropriate manner. Students: - discuss names, nicknames and surnames - analyse and organise information into key ideas and supporting details - create texts about self-identity - recognise and understand blended sounds and exceptions to phonetic rules when speaking - participate in intercultural experiences to notice, compare and reflect on language and culture.</td>
<td>Students explore the concept of family and identity. Students: - introduce themselves and other family members - interact with peers about family members and activities - identify language and behaviours that reflect relationships and values in Japanese society - develop understanding of 'identity' and whether learning Japanese has an effect on sense of 'self'.</td>
<td>Students explore the concept of personal spaces within their home environment and the target country. Students: - engage with language in texts about children’s favourite places to spend time - listen to children talk about the places in which they feel comfortable - create texts about personal spaces - participate in intercultural experiences to notice, compare and reflect on language and culture.</td>
<td>Students explore the concept of play and its universality across cultures. Students: - discuss group play activities - plan and demonstrate group games - translate game rules - reflect on cultural values expressed through game play.</td>
<td>Students explore the concept of character as reflected in personality traits and qualities of real people and imaginative characters in Japan and Australia. Students: - use Japanese to discuss qualities of people they admire - encounter authentic language in a range of spoken and written texts about a variety of imaginary characters - respond to imaginative texts and identify qualities in imaginative characters - understand and apply knowledge of adjectives and text features to describe attributes of imaginative characters - reflect on intercultural experiences noticing similarities and differences in values portrayed by characters in imaginative texts.</td>
<td>Students explore the concept of change and use language to describe feelings in situations involving change. Students: - engage with a range of spoken and written imaginative and informative texts describing the emotional experience of dealing with change such as establishing oneself in a new place, encountering a new situation - convey the experience of moving from a familiar to an unfamiliar situation using expressive language to convey feelings - create a children’s story book in which a character journeys from a familiar to an unfamiliar situation - participate in intercultural experience to notice, compare and reflect on language and culture.</td>
<td>Students use language to explore the concept of school life in Japan and make connections with own school experiences. Students: - engage with a range of texts about school in Japan - use a range of language to discuss school experiences - participate in an intercultural experience to notice, compare and reflect on language and culture.</td>
<td>Students explore the concepts of group identity and belonging through their own individual interests. Students: - discuss leisure activities and interests - gather, classify and compare interests - link to children’s experience of Japanese child and family life - create bilingual profiles based on interests - identify borrowed words to discuss interests</td>
</tr>
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**Mathematics – Prep**

Curriculum into the classroom (C2C). Whole-school curriculum plan — P–6

State Schools

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Queensland Government
**UNIT 1**

Engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions.

Students have opportunities to develop understandings of:

- Number and place value — recall counting in ones, identify numbers in the environment, represent quantities, compare numbers, recall counting sequences, visualise arrangements to five, match numerals to quantities, count forwards and backwards from different starting points, compare quantities using 'more', 'less', 'same', identify numbers before, after and next in a sequence, order quantities and numerals.

- Patterns and algebra — identify how objects are similar or different, sort objects based on similar features, identify a rule for a 'sort', identify questions, identify patterns in the environment, copy and describe simple patterns, identify patterns within counting sequences.

- Using units of measurement — sequence stages within an activity, compare duration of events using time language, directly compare the size of objects, describe the objects.

- Location and direction — use positional language to describe location, identify positional opposites, and represent locations with models and images.

**UNIT 2**

Engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions.

Students have opportunities to develop understandings of:

- Number and place value — count to identify how many, recall forwards and backwards counting sequences, compare quantities, connect number names, numerals and quantities, represent quantities, partition quantities, subitise collections to five.

- Patterns and algebra — describe repeating patterns, continue repeating patterns, describe repeating patterns using number

- Using units of measurement — compare the length of objects using direct comparison, compare the height of objects, describe the thickness and length of objects, compare the length of objects using indirect comparison, compare and order durations, order daily events.

- Shape — describe lines, describe familiar two-dimensional shapes, compare and sort objects based on shape and function, construct using familiar three-dimensional objects, explore two-dimensional shapes.

- Location and transformation — identify positions, describe movement, give and follow movement directions, explore locations.

- Data representation and interpretation — use questions to collect information.

**UNIT 3**

Engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions.

Students have opportunities to develop understandings of:

- Number and place value — compare quantities, equalise quantities, combine small collections, represent addition situations, identify parts and the whole, partition quantities flexibly, share collections, identify equal parts of a whole.

- Patterns and algebra — identify, copy, continue and describe growing patterns, describe equal quantities.

- Using units of measurement — make direct and indirect comparisons of mass, explain comparisons of mass, sequence familiar events in time order, sequence the days of the week, connect days of the week to familiar events.

- Data representations and interpretation — identify questions, answer yes/no questions, use data displays to answer simple questions.

**UNIT 4**

Engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions.

Students have opportunities to develop understandings of:

- Number and place value — count forwards a backwards from different starting points; represent quantities; compare quantities, match numerals and quantities; identify part collection; identify addition; join collections; represent addition experiences; make equal groups.

- Using units of measurement — directly and indirectly compare the mass, length and capacity of objects; directly and indirectly compare the duration of events.

- Location and transformation — describe positional language to describe location, identify positional opposites, and represent locations with models and images.
<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>UNIT 2</th>
<th>UNIT 3</th>
<th>UNIT 4</th>
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<tbody>
<tr>
<td><strong>Students develop understandings of:</strong></td>
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<td><strong>Students develop understandings of:</strong></td>
<td><strong>Students develop understandings of:</strong></td>
</tr>
<tr>
<td><em>Number and place value — count numbers,</em> represent the ones counting sequence to and from 100 from any starting point, represent and record the tens counting sequence, represent and order 'teen' numbers, show standard partitioning of teen numbers, flexibly partition teen numbers, describe teen numbers referring to the ten and ones, describe growth patterns, represent two-digit numbers, represent, record and solve simple addition and subtraction problems, investigate parts and whole of quantities, investigate subtraction, explore commutativity.*</td>
<td><em>Number and place value — represent and record counting sequences, partition two-digit numbers, represent and record the tens number sequence, investigate quantities and equality, represent two-digit numbers, standard partitioning of two-digit numbers, model double facts, identify and describe addition and subtraction situations, apply addition strategies, solve subtraction problems, connect addition and subtraction, represent, record and solve simple addition problems.</em></td>
<td><em>Number and place value — recall, represent and, count collections; position and locate numbers on linear representations; represent and record two-digit numbers; identify digit values; flexibly partition two-digit numbers; partition numbers into more than two parts; adding single and two-digit numbers; represent, explore doubling and halving; record and solve simple addition and subtraction problems.</em></td>
<td><em>Number and place value — count collections beyond 100; describe patterns created by skip counting; skip count in 1s, 2s, 5s and 10s; id missing elements; identify standard place value partitions of two-digit numbers; record numeral and number names for two-digit numbers; partition a number into more than two parts; explain how the order of parts does not affect total; identify compatible numbers to 10; use compatible numbers to ten to add, describe addition and subtraction processes; use add facts to solve problems; subtract a multiple c from a two-digit number; identify unknown part; addition and subtraction; solve addition and subtraction problems mental strategies for addition and subtraction problems; recall add and subtraction number facts.</em></td>
</tr>
<tr>
<td><em>Using units of measurement — sequence days of the week and months of the year, investigate the features and function of calendars, record significant events, compare time durations, investigate length, compare lengths using direct comparisons, make indirect comparisons of length, measure lengths using uniform informal units.</em></td>
<td><em>Fractions and decimals — investigate wholes and halves, partition to make equal parts.</em></td>
<td><em>Money and financial mathematics - recognise, describe, and order Australian coins according to their value.</em></td>
<td><em>Fractions and decimals — identify one half.</em></td>
</tr>
<tr>
<td><em>Chance — describe the outcomes of familiar events.</em></td>
<td><em>Money and financial mathematics — explore features of Australian coins.</em></td>
<td><em>Patterns and algebra — recall the ones, tens and tens counting sequences, identify number patterns, represent the fives number sequence.</em></td>
<td><em>Patterns and algebra - describe and repre growing patterns, apply a pattern rule to cont a growing pattern, describe patterns resulting from addition and subtraction, represent add and subtraction number patterns.</em></td>
</tr>
<tr>
<td><em>Data representation and interpretation — ask a suitable question for gathering data, gather, record and represent data.</em></td>
<td><em>Patterns and algebra — investigate and describe repeating and growing patterns, connect counting sequences to growth patterns, represent the tens number sequence, represent and record counting sequences, describe number patterns.</em></td>
<td><em>Using units of measurement — compare and measure lengths using uniform informal units, order objects based on length, explore capacity, measure capacity using uniform informal units, order objects based on capacity, describe durations in time, tell time to the half hour; represent times on digital and analog clocks.</em></td>
<td><em>Chance — identify the chance of events occurring, predict outcomes of familiar event.</em></td>
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<tr>
<td></td>
<td><em>Using units of measurement — describe the duration of an hour, explore and tell time to the hour.</em></td>
<td><em>Shape — identify and describe familiar two-dimensional shapes, describe geometric features of three-dimensional objects.</em></td>
<td><em>Data representation and interpretation — ask suitable questions to collect data, collect and represent data.</em></td>
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<tr>
<td></td>
<td><em>Shape — Investigate the features of three-dimensional objects &amp; two-dimensional shapes, &amp; describe two-dimensional shapes &amp; three-dimensional objects.</em></td>
<td><em>Location and transformation — give and follow directions; investigate position, direction and movement.</em></td>
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<td></td>
<td><em>Location and transformation — explore and describe location, investigate and describe position, direction and movement, interpret directions.</em></td>
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<td>UNIT 1</td>
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<td>Students develop understandings of:</td>
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<td>Students develop understandings of:</td>
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<tr>
<td>• Number and place value — count collections in groups of ten, represent two-digit numbers, read and write two-digit numbers, connect two-digit number representations, partition two-digit numbers, use the twos, fives and tens counting sequence, investigate twos, fives and tens number sequences, represent addition and subtraction, use part-part-whole relationships to solve problems, connect part-part-whole understanding to number facts, recall addition number facts, add strings of single-digit numbers, add 2-digit numbers, represent multiplication and division, solve simple multiplication and division problems.</td>
<td>• Number and place value — count to and from 1000, represent three-digit numbers, compare and order three-digit numbers, partition three-digit numbers, read and write three-digit numbers, recall addition number facts, identify related addition and subtraction number facts, add and subtract with two-digit numbers, represent multiplication and division, use multiplication to solve problems, and count large collections.</td>
<td>• Number and place value - recall addition and subtraction number facts, use the inverse relationship, identify compatible numbers, single-digit and two-digit numbers, identify related addition and subtraction number facts, use pl value to solve addition and subtraction problems.</td>
<td>• Fractions and decimals — identify halves, quarters, eighths of shapes and collections.</td>
</tr>
<tr>
<td>• Using units of measurement — order days of the week and months of the year, use calendars to record and plan significant events, connect seasons to the months of the year, compare lengths using direct comparison, compare lengths using indirect comparison, measure and compare lengths using non-standard units.</td>
<td>• Chance — identify every day events that involve chance, describe chance outcomes, describe events as likely, unlikely, certain, impossible.</td>
<td>• Fractions and decimals — divide shapes and collect into halves, quarters and eighths, solve simple fraction problems.</td>
<td>• Using units of measurement — directly compare mass of objects, use informal units to measure mass, length, area and capacity of objects and shapes, compare and order objects and shapes based on a single attribute, tell time to the quarter hour.</td>
</tr>
<tr>
<td>• Data representation and interpretation — collect simple data, record data in lists and tables, display data in a picture graph, describe outcomes of data investigations.</td>
<td>• Money and financial mathematics — describe the features of Australian coins, count coin collections, identify equivalent combinations, identify $5 &amp; $10 notes, count small collections of coins and notes Patterns and algebra — identify the 3s counting sequence, describe number patterns, identify missing elements in counting patterns, and solve simple number pattern problems.</td>
<td>• Money and financial mathematics — count collections of coins and notes, make and compare money amounts, read and write money amounts, compare money amounts.</td>
<td>• Shape — draw and describe two-dimensional shapes, describe the features of three-dimensional objects.</td>
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<tr>
<td></td>
<td>• Using units of measurement — identify the number of days in each month, relate months to seasons, tell time to the quarter hour, compare and order area of shapes and surfaces, cover surfaces to represent area, measure area with informal units.</td>
<td>• Using units of measurement — compare and order objects, measure length, area and capacity using informal units, identify purposes for calendars, explore seasons and calendars.</td>
<td>• Location and transformation — identify half and quarter turns, represent flips and slides, inter simple maps.</td>
</tr>
<tr>
<td></td>
<td>• Shape — recognise and name familiar 2D shapes, describe the features of 2D shapes, draw 2D shapes and describe the features of familiar 3D objects.</td>
<td>• Location and transformation — describe the effect of one-step transformations including turns, flips and slides, and identify turns, flips and slides in real world situations.</td>
<td>• Chance — predict the likelihood of an event based on data.</td>
</tr>
<tr>
<td></td>
<td>• Location and transformation — interpret simple maps of familiar locations, describe ‘bird’s-eye view’, use appropriate language to describe locations, use simple maps to identify locations of interest.</td>
<td></td>
<td>• Data representation and interpretation — use data to answer questions, represent data.</td>
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### Mathematics – Year 3

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<tr>
<td>Students develop understandings of:</td>
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<td>Students develop understandings of:</td>
<td>Students develop understandings of:</td>
</tr>
<tr>
<td>- Number and place value — count to 1 000, identify odd and even numbers, represent 3-digit numbers, compare and order 3-digit numbers, partition numbers (standard and non-standard place value partitioning), recall addition facts and related subtraction facts, represent and solve addition problems, add 2-digit, single-digit and 3-digit numbers, subtract 2-digit and 3-digit numbers, represent multiplication, solve simple problems involving multiplication, recall multiplication number facts.</td>
<td>- Number and place value — compare and order three-digit numbers, partition three-digit numbers into place value parts, investigate 1 000, count to and beyond 1 000, use place value to add and subtract numbers, recall addition number facts, add and subtract three-digit numbers, add and subtract numbers eight and nine, solve addition and subtraction word problems, double and half multiples of ten.</td>
<td>- Number and place value — count and sequences beyond 1 000, represent, combine and partition three-digit and four-digit numbers flexibly, use place value to add (written strategy), represent multiplication as arrays and repeated addition, identify part-part-whole relationships in multiplication and division situations, add and subtract two-digit numbers and three-digit numbers, recall multiplication number facts, identify related division number facts, make models and use number sentences that represent problem situations, recall addition and subtraction facts, identify and describe the relationship between addition and subtraction, choose appropriate mental strategies to add and subtract.</td>
<td>- Number and place value — recall addition and related subtraction number facts, use ‘part-part whole’ thinking to interpret and solve addition subtraction word problems, add and subtract a written place value strategy, recall multiplication and related division facts, multiply two-digit numbers by single-digit multipliers, interpret a solve multiplication and division word problem strategies.</td>
</tr>
<tr>
<td>- Using units of measurement — tell time to 5-minute intervals, identify one metre as a standard metric unit, represent a metre, measure with metres.</td>
<td>- Fractions and decimals — describe fractions as equal portions or shares, represent halves, quarters and eighths of shapes and collections, represent thirds of shapes and collections.</td>
<td>- Fractions and decimals — represent and compare unit fractions, represent and compare unit fractions of shapes and collections, represent familiar unit fractions symbolically, solve simple problems involving, halves, thirds, quarters and eighths.</td>
<td>- Fractions and decimals — identify, represent compare familiar unit fractions and their multiples (shapes, objects and collections), record fraction symbolically, recognise key equivalent fractions, solve simple problems involving fractions.</td>
</tr>
<tr>
<td>- Chance — conduct chance experiments, describe the outcomes of chance experiments, identify variations in the results of chance experiments.</td>
<td>- Money and financial mathematics — count collections of coins and notes, make and match equivalent combinations, calculate change from simple transactions, solve a range of simple problems involving money.</td>
<td>- Money and financial mathematics — represent money amounts in different ways, compare values, count collections of coins and notes accurately and efficiently, choose appropriate coins and notes for shopping situations, calculate change and simple totals.</td>
<td>- Money and financial mathematics — count the change required for simple transactions to the nearest five cents.</td>
</tr>
<tr>
<td>- Data representation and interpretation — collect simple data, record data in lists and tables, display data in a column graph, interpret and describe outcomes of data investigations.</td>
<td>- Patterns and algebra — infer pattern rules from familiar number patterns, identify and continue additive number patterns, identify missing elements in number patterns.</td>
<td>- Patterns and algebra — identify number patterns to 10 000, connect number representations with number patterns, use number properties to continue number patterns, identify pattern rules to find missing elements in patterns.</td>
<td>- Using units of measurement — measure, order and compare objects using familiar metric unit length, mass and capacity.</td>
</tr>
<tr>
<td>- Location and transformation — represent positions on a simple grid map, show full, half and quarter turns on a grid map, describe positions in relation to key features, represent movement and pathways on a simple grid map.</td>
<td>- Geometric reasoning — identify angles in the environment, construct angles with materials, compare the size of familiar angles in everyday situations.</td>
<td>- Units of measurement — use familiar metric units to order and compare objects, explain measurement choices, represent time to the minute on digital and analog clocks, transfer knowledge of time to real-life contexts.</td>
<td>- Shape — make models of three-dimensional objects.</td>
</tr>
<tr>
<td>- Location and transformation — describe and identify examples of symmetry in the environment, classify shapes as symmetrical and non-symmetrical.</td>
<td></td>
<td>- Location and transformation — represent symmetry, interpret simple maps and plans.</td>
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## Mathematics – Year 4

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<td>students develop understandings of:</td>
<td>Students develop understandings of:</td>
<td>Students develop understandings of:</td>
<td>Students develop understandings of:</td>
</tr>
<tr>
<td>• Number and place value — make connections between representations of numbers, partition and combine numbers flexibly, recall multiplication facts, formulate, model and record authentic situations involving operations, compare large numbers, generalise from number properties and results of calculations, derive strategies for unfamiliar multiplication and division tasks</td>
<td>• Number and place value — recognise, read and represent 5-digit numbers, identify and describe place value in five-digit numbers, partition numbers using standard and non-standard place value parts, compare and order 5-digit numbers, identify odd and even numbers, make generalisations about the properties of odd and even numbers, make generalisations about adding, subtracting, multiplying and dividing odd and even numbers, recall of 3s, 6s, 9s facts, solve multiplication and division problems, use informal recording methods for calculations, apply mental and written strategies to computation.</td>
<td>• Number and place value — interpret number representations, sequence number values, apply number concepts and place value understanding to the calculation of addition, subtraction, multiplication and division, develop fluency with multiplication fact families, apply mental and written computation strategies, recall multiplication and division facts and apply place value to partition and regroup numbers to assist calculations.</td>
<td>• Number and place value — calculate addition and subtraction using a range of mental and written strategies, recall multiplication and related division</td>
</tr>
<tr>
<td>• Fractions and decimals — communicate sequences of simple fractions</td>
<td>• Fractions and decimals — revisit and develop understanding of proportion and relationships between fractions in the halves family and thirds family, count and represent fractions on number lines, represent fractions using a range of models, solve fraction problems in familiar contexts.</td>
<td>• Fractions and decimals — partition to create fraction families, identify, model and represent equivalent fractions, count by fractions, solve simple calculations involving fractions with like denominators, model and represent tenths and hundredths, make links between fractions and decimals, count by decimals, compare and sequence decimals.</td>
<td>• Fractions and decimals — count and identify equivalent fractions, locate fractions on a number line, read an write decimals, identify fractions and corresponding decimals, compare and order decimals (to hundred</td>
</tr>
<tr>
<td>• Patterns and algebra — use properties of numbers to continue patterns</td>
<td>• Money and financial mathematics — read and represent money amounts, investigate change, rounding to five cents, explore strategies to calculate change, solve problems involving purchases and the calculation of change, explore Asian currency and calculate foreign currencies.</td>
<td>• Money and financial mathematics — represent, calculate and round amounts of money required for purchases and change.</td>
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</tr>
<tr>
<td>• Using units of measurement — use appropriate language to communicate times, compare time durations and use instruments to accurately measure lengths.</td>
<td>• Money and financial mathematics — represent, calculate and round amounts of money required for purchases and change.</td>
<td>• Patterns and algebra — use equivalent addition and subtraction number sentences to find unknown quantities.</td>
<td>• Patterns and algebra — use equivalent multiplication division number sentences to find unknown quantities</td>
</tr>
<tr>
<td>• Chance — compare dependent and independent events, describe probabilities of everyday events</td>
<td>• Shape — explore properties of polygons and quadrilaterals, identify combined shapes, investigate properties of shapes within tangrams, create polygons and combined shapes using tangrams.</td>
<td>• Using units of measurement — use scaled instruments to measure and compare length, mass, capacity and temperature, measure areas using informal units and investigate standard units of measurement.</td>
<td>• Using units of measurement — use am and pm not solve simple time problems.</td>
</tr>
<tr>
<td>• Data representation and interpretation — collect and record data, communicate information using graphical displays and evaluate the appropriateness of different displays.</td>
<td>• Location and transformation — investigate the features on maps and plans, identify the need for legends, investigate the language of location, direction and movement, find locations using turns and everyday directional language, identify cardinal points of a compass, investigate compass directions on maps, investigate the purpose of scale, apply scale to maps and plans, explore mapping conventions, plan and plot routes on maps, explore appropriate units of measurement and calculate distances using scales.</td>
<td>• Location and transformation — investigate different types of symmetry, analyse and create symmetrical designs.</td>
<td>• Shape — measure area of shapes , compare the area of regular and irregular shapes by informal means.</td>
</tr>
<tr>
<td>• Geometric reasoning — identify angles, construct and label right angles, identify and construct angles not equal to a right angle, mark angles not equal to a right angle.</td>
<td>• Location and transformation — investigate different types of symmetry, analyse and create symmetrical designs.</td>
<td></td>
<td>• Data representation and interpretation — write questions to collect data, collect and record data, display and interpret data.</td>
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<td>UNIT 1</td>
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<td>UNIT 4</td>
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<tr>
<td>Students develop understandings of:</td>
<td>Number and place value — apply mental and written strategies to solve addition, subtraction, multiplication and division problems, identify factors and multiples, apply computation use estimation and rounding to check reasonableness, solve problems involving addition and subtraction, multiplication and division, use efficient mental and written strategies to solve problems.</td>
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<tr>
<td>• Number and place value — make connections between factors and multiples, identify numbers that have 2, 3, 5 or 10 as factors, represent multiplication using the split and compensate strategy, choose appropriate procedures to represent the split and compensate strategy of multiplication, use a written strategy for addition and subtraction, round and estimate to check the reasonableness of answers, explore mental computation strategies for division, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies and make generalisations.</td>
<td>• Number and place value — round and estimate to check if an answer is reasonable, use written strategies to add and subtract, use an array to multiply one- and two-digit numbers, use divisibility rules to divide, solve problems involving computation and apply computation to money problems, adds and subtracts using metal and written strategies including the right-to-left strategy, multiplies whole numbers and divides by a one-digit whole number with and without remainders.</td>
<td>• Patterns and algebra — creates, continues and identifies the rule for patterns involving the addition and subtraction of fractions, use number sentences to find unknown quantities involving multiplication and division</td>
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<tr>
<td>• Fractions and decimals — use models to represent fractions, count on and count back using unit fractions, identify and compare unit fractions and solve problems using unit fractions, add and subtract simple fractions with the same denominator.</td>
<td>• Fractions and decimals — makes connections between fractions and decimals, compares and orders decimals.</td>
<td>• Money and financial mathematics — investigate income and expenditure, calculate costs, investigate savings and spending plans, develop and explain simple financial plans.</td>
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<tr>
<td>• Using units of measurement — investigate time concepts and the measurement of time, read and represent 24-hour time, measure dimensions, estimate and measure the perimeters of rectangles, investigate area metric units of measurement, estimate and calculate area of rectangles.</td>
<td>• Patterns and algebra — create and continue patterns involving whole numbers, fractions and decimals, explore strategies to find unknown quantities.</td>
<td>• Patterns and algebra — creates, continues and identifies the rule for patterns involving the addition and subtraction of fractions, use number sentences to find unknown quantities involving multiplication and division.</td>
<td>• Fractions and decimals — apply decimal skills to recognise that the place value system can be extended beyond hundredths, compare order represent decimals, locate decimals on a number line, extend the number system to thousandths and beyond.</td>
</tr>
<tr>
<td>• Chance — identify and describe possible outcomes, describe equally likely outcomes, represent probabilities of outcomes using fractions, conduct a chance experiment and investigate the fairness of a game.</td>
<td>• Shape — apply the properties of 3D objects to make connections with a variety of two-dimensional representations of 3D objects, represent 3D objects with 2D representations.</td>
<td>• Using units of measurement — chooses appropriate units for length, area, capacity and mass, measures length, area, capacity and mass, problem solves and reasons when applying measurement to answer a question.</td>
<td>• Money and financial mathematics — create a budget, calculate with money, identify the GI component of invoices and receipts, make financial decisions.</td>
</tr>
<tr>
<td>• Data representation and interpretation — build an understanding of data, develop the skill of defining numerical &amp; categorical data, generate sample questions, explain why data is either numerical or categorical, develop an understanding of why data is collected, choose appropriate methods to record data, interpret data, generalise by composing summary statements about data.</td>
<td>• Location and transformation — investigate and create reflection and rotation symmetry, describe and create transformations using symmetry, transform shapes through enlargement and describe the features of transformed shapes.</td>
<td>• Location and transformation — explore mapping conventions, interpret simple maps, use alphanumeric grids to locate landmarks and plot points, describe symmetry, create symmetrical designs &amp; enlarge shapes.</td>
<td>• Using units of measurement — read and represent 24-hour time, convert between 12- and 24-hour time.</td>
</tr>
<tr>
<td>• Data representation and interpretation — explore methods of data representations to construct &amp; interpret data displays, reason with data.</td>
<td>• Geometric reasoning — identify the components of angles, compare &amp; estimate the size of angles to establish benchmarks, construct &amp; measure angles.</td>
<td>• Chance — list possible outcomes of chance experiments, describe and order chance events, express probability on a numerical continuum, compare predictions with actual data, apply probability to games of chance, make predictions in chance experiments.</td>
<td>• Location and transformation — explore maps grids, use a grid to describe locations, describe positions using landmarks and directional language.</td>
</tr>
<tr>
<td>• Data representation and interpretation — exp types of data, investigate an issue (design da collection questions and tools, collect data, represent as a column graph or dot plot, interpret data and describe data to draw a conclusion).</td>
<td>• Data representation and interpretation — explore methods of data representations to construct &amp; interpret data displays, reason with data.</td>
<td>• Data representation and interpretation — exp types of data, investigate an issue (design da collection questions and tools, collect data, represent as a column graph or dot plot, interpret data and describe data to draw a conclusion).</td>
<td>• Data representation and interpretation — exp types of data, investigate an issue (design da collection questions and tools, collect data, represent as a column graph or dot plot, interpret data and describe data to draw a conclusion).</td>
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## Mathematics – Year 6

<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>UNIT 2</th>
<th>UNIT 3</th>
<th>UNIT 4</th>
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<tbody>
<tr>
<td><strong>Students develop understandings of:</strong></td>
<td><strong>Students develop understandings of:</strong></td>
<td><strong>Students develop understandings of:</strong></td>
<td><strong>Students develop understandings of:</strong></td>
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<tr>
<td>• Number and place value - Identify and describe properties of prime and composite numbers, select and apply mental and written strategies to problems involving all four operations</td>
<td>• Number and place value - select and apply mental and written strategies and Digital Technologies to solve problems involving multiplication and division with whole numbers, and identify, describe and continue square and triangular numbers.</td>
<td>• Number and place value - identify and describe properties of prime, composite, square and triangular numbers, multiply and divide using written methods including a standard algorithm, solve problems involving all four operations with whole numbers, compare and order positive and negative integers.</td>
<td>• Number and place value -, solve problems using the order of operations, solve multiplication as division problems using a written algorithm.</td>
</tr>
<tr>
<td>• Fractions and decimals - Order and compare fractions with related denominators, add and subtract fractions with related denominators, calculate the fraction of a given quantity and solve problems involving the addition and subtraction of fractions</td>
<td>• Fractions and decimals - apply mental and written strategies to add and subtract decimals, solve problems involving decimals, make generalisations about multiplying whole numbers and decimals by 10, 100 and 1,000, apply mental and written strategies to multiply decimals by one-digit whole numbers, and locate, order and compare fractions with related denominators and locate them on a number line.</td>
<td>• Fractions and decimals - add and subtract fractions with related denominators, calculate a fraction of a quantity, multiply and divide decimals by powers of ten, add and subtract decimals, multiply decimals by whole numbers, divide numbers that result in tenths and hundredths, and solve problems involving fractions and decimals.</td>
<td>• Fractions and decimals - add, subtract and multiply decimals by whole numbers, calculate a fraction of a quantity and percent discount, compare and evaluate shopping options.</td>
</tr>
<tr>
<td>• Money and financial mathematics - investigate and calculate percentage discounts of 10%, 25% and 50% on sale items.</td>
<td>• Patterns and algebra - continue and create sequences involving whole numbers and decimals, describe the rule used to create these sequences and explore the use of order of operations to perform calculations.</td>
<td>• Money and financial mathematics - connect fractions and percentage, calculate percentages and discounts, calculate discounts of 10%, 25% and 50% on sale items.</td>
<td>• Patterns and algebra – represent number patterns in a table and graphically, use rules to continue patterns, write a rule to describe a pattern, apply the rule to find the value of unknown terms.</td>
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<tr>
<td>• Using units of measurement - solve problems involving the comparison of lengths and areas, and interpret and use timetables</td>
<td>• Using units of measurement - make connections between volume and capacity.</td>
<td>• Patterns and algebra - create and complete sequences involving fractions and decimals, describe the rule used to create the sequence and apply the order of operations to aid calculations when solving problems.</td>
<td>• Location and transformation - apply translation, reflection and rotations to create symmetric shapes.</td>
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<tr>
<td>• Chance - Represent the probability of outcomes as a fraction or decimal and conduct chance experiments.</td>
<td>• Shape - problem solve and reason to create nets and construct models of simple prisms and pyramids.</td>
<td>• Using units of measurement - connect decimals to the metric system, convert between units of measure, compare length and solve problems involving length and area and connect volume and capacity.</td>
<td>• Geometric reasoning - measure and describe angles, apply generalisations about angles or straight line, angles at a point and vertically opposite angles and apply in real-life contexts.</td>
</tr>
<tr>
<td>• Data representation and interpretation - Revise different types of data displays, interpret data displays, investigate the similarities and differences between different data displays, identify the purpose and use of different displays and identify the difference between categorical and numerical data.</td>
<td>• Geometric reasoning - make generalisations about angles on a straight line, angles at a point and vertically opposite angles, and use these generalisations to find unknown angles.</td>
<td>• Location and transformation - identify the four quadrants on a Cartesian plane, plot and locate ordered pairs in all four quadrants, apply one-step transformations and describe combinations of translations, reflections and rotations.</td>
<td>• Chance – conduct chance experiments, record data in a frequency table, calculate relative frequency, write probability as a fraction, decimal or percent, compare observed and expected frequencies.</td>
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| • Data representation and interpretation - compare primary and secondary data, source secondary data, explore data displays in the media, plot and solve and reason by interpreting secondary data.
## Science – Prep

<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>UNIT 2</th>
<th>UNIT 3</th>
<th>UNIT 4</th>
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<tbody>
<tr>
<td><strong>Our living world</strong></td>
<td><strong>Our material world</strong></td>
<td><strong>Weather watch</strong></td>
<td><strong>Move it, move it</strong></td>
</tr>
<tr>
<td>Students use their senses to observe the needs of living things, both animals and plants. They begin to understand that observing is an important part of science and that scientists discuss and record their observations. Students learn that the survival of all living things is reliant on basic needs being met, and there are consequences when needs are not met. They analyse different types of environments and how each provides for the needs of living things. Students consider the impact of human activity and natural events on basic needs. They share ideas about how they can support and protect living things in the school grounds.</td>
<td>Students examine familiar objects using their senses and understand that objects are made of materials that have observable properties. Through exploration, investigation and discussion, students learn how to describe the properties of the materials from which objects are made and how to pose science questions. Students observe and analyse the reciprocal connection between properties of materials, objects and their uses so that they recognise the scientific decision making that occurs in everyday life. Students conduct investigations to determine suitability of materials for a particular purpose and share their ideas and observations using scientific language and representations.</td>
<td>Students use their senses to explore and observe the weather in their local environment and learn that we can record our observations using symbols. Students observe that weather can change and identify the features that reflect a change in the weather. They are given opportunities to reflect on the impact of these changes on themselves, in particular on clothing, shelter and activities, through various cultural perspectives. They begin to realise that weather conditions are not the same for everyone. Students also learn about the impact of daily and seasonal changes on plants and animals. Throughout the unit students reflect on how the weather affects living things and have opportunities to communicate their observations about the weather.</td>
<td>Students engage in activities from the five contexts of learning: Play, Real-life situations, Investigative Routines and transitions, and Focused learning teaching. Students use their senses to observe explore the properties and movement of objects. They recognise that science involves exploring observing using the senses. Students engage in hands on investigations and respond to questions about the factors that influence movement. The share and reflect on observations and ideas and represent what they observe. Students have the opportunity to apply and explain knowledge of movement in a familiar situation.</td>
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## Science – Year 2

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<thead>
<tr>
<th>UNIT 3</th>
<th>UNIT 1</th>
<th>UNIT 4</th>
<th>UNIT 2</th>
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<tbody>
<tr>
<td><strong>Good to Grow</strong></td>
<td><strong>Mix and Use</strong></td>
<td><strong>Save Planet Earth</strong></td>
<td><strong>Toy Factory</strong></td>
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<tr>
<td>Students examine how living things, including plants and animals, change as they grow. They ask questions about, investigate and compare the changes that occur to different living things during their life stages. Students consider how Aboriginal peoples and Torres Strait Islander peoples living a traditional lifestyle use the knowledge of life stages of animals and plants in their everyday lives. They conduct investigations including exploring the growth and life stages of a class animal and plant. Students respond to questions, make predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas.</td>
<td>Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students understand that science involves asking questions about, and describing changes to, familiar objects and materials. They describe changes made to materials when combining them to make an object that has a purpose in everyday life. Students pose questions, make predictions and follow instructions to record observations in a guided investigation. They represent and communicate their observations using scientific language.</td>
<td>Students investigate Earth’s resources. They describe how Earth’s resources are used and the importance of conserving resources for the future of all living things. They use informal measurements to record observations from experiments. Students use their science knowledge of conservation to propose and explain actions that can be taken to conserve Earth’s resources, and decisions they can make in their everyday lives. Students share their ideas about conservation of Earth’s resources in a presentation. Students learn how Aboriginal and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.</td>
<td>Students understand how a push or pull affects an object moves or changes shape. They understand that science involves asking questions about and describing changes in the way an object moves or can be moved and how this knowledge is used in their daily lives. They pose questions about making predictions about changes that can affect an object moves, and investigate and explain how pushes and pulls cause movement in objects, comparing their observations with predictions. They use informal measurements to make and compare observations about movement and sort information about the way toys move. They then apply this science knowledge in explaining how pushes and pulls can be used to change the movement of an object or they create.</td>
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### Science – Year 3-4

<table>
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<tr>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 1</th>
<th>Unit 4</th>
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<tbody>
<tr>
<td><strong>Chemical Sciences</strong>&lt;br&gt;Properties Matter&lt;br&gt;In this unit, students will investigate the properties of solids and liquids, including the effect of adding and removing heat. Students will evaluate how adding and removing heat affects materials in everyday life. Students will investigate a range of properties of familiar materials and consider how these influence their selection and use. Students will identify how science is involved in making decisions and how it helps people to understand the effect of their actions. They will conduct investigations, including posing questions and making predictions, assessing safety, recording and analysing results, considering fairness, and communicating ideas and findings.</td>
<td><strong>Earth and Space Sciences</strong>&lt;br&gt;Rockin’ the Earth and Sky&lt;br&gt;In this unit students will investigate Earth’s rotation on its axis in relation to the position of the sun to suggest explanations for everyday observations and events, including day and night, sunrise and sunset, shadows and length of days. They will describe observable and non-observable features of Earth and describe activities related to the movement of the Earth and daily activities in people’s lives. Students will explore natural processes and human activity which cause weathering and erosion of the Earth’s surface. They will relate this to their local area and predict how natural processes and human activity may affect future erosion. They describe situations where science understanding can influence their own and others’ actions. They suggest explanations for their observations and compare their findings with their predictions. Students discuss ways to conduct investigations and safely use equipment to make and record observations.</td>
<td><strong>Biological Sciences</strong>&lt;br&gt;Life and living&lt;br&gt;In this unit students will understand what constitutes a living thing, and that living things can be distinguished from non-living things. They justify groupings of living and non-living things according to observable features and recognise once living things. Students investigate life cycles and examine relationships between living things and their dependence on the environment. By considering human and natural changes to the habitats, students predict the effect of these changes on living things, including the impact on the survival of the species. Students recognise where people utilise science knowledge in their lives. Students describe situations where science understanding can influence their own and others’ actions. They make predictions and observations and record data about living and non-living things in their local environment, offering explanations for their findings. They complete simple reports to communicate their findings.</td>
<td><strong>Physical Sciences</strong>&lt;br&gt;Physics Phenomena&lt;br&gt;In this unit students investigate physical science concepts and use their knowledge to create a game event. Students explore ways by which heat is produced and use thermometers to measure heat. They study the behaviour of heat as it moves from one object to another and use this knowledge to describe the behaviour of heat to explain everyday occurrences. Students investigate and demonstrate how objects are affected by contact and non-contact forces. They use this knowledge to create a game involving forces. Students consider how to conduct investigations of heat and forces safely. They will use predictions and science knowledge to identify how science knowledge helps people understand the effects of their actions. They will recognise that Aboriginal peoples and Torres Strait Islander peoples traditionally used knowledge of climate and forces in their everyday lives.</td>
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### Science – Year 5-6

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<th>Unit 1</th>
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<tr>
<td><strong>Biological Sciences</strong>&lt;br&gt;Diversity and Interaction in the Living World&lt;br&gt;In this unit, students will explore the structural features and behavioural adaptations that assist living things to survive in their environment. They will use simulations to plan and conduct fair tests and analyse the results of these tests. Students will investigate the relationship between the growth and survival of living things and the physical conditions of their environment. They will investigate factors that influence how animals survive in extreme environments. Students will develop an understanding of Australian Aboriginal Peoples’ knowledge of the environment that enables them to live sustainably.</td>
<td><strong>Chemical Sciences</strong>&lt;br&gt;Matter cycles and change&lt;br&gt;In this unit students will broaden their classification of matter to include gases and begin to see how matter structures the world around them. They will understand that each of solids, liquids and gases have distinct observable properties and behave in different ways. Students will apply their understanding of the properties of matter to evaluate safety considerations and signage. They will investigate changes that can be made to materials and how these changes can be classified as reversible or irreversible. Students will apply their understanding of reversible and irreversible changes to everyday processes including recycling materials. They will explore the effects of</td>
<td><strong>Earth and Space Sciences</strong>&lt;br&gt;Earth and Beyond&lt;br&gt;In this unit students will describe the key features of planets in our solar system. They will discuss how people have contributed science knowledge to space exploration. They will explore the place of Earth in the solar system and then use this knowledge to look for patterns and relationships between components of this system. They will examine how scientific understandings of space have changed over time due to developments in technology. Students will explore how sudden geological and extreme weather events can affect Earth’s surface. They will consider the effects of earthquakes and tropical cyclones on the Earth’s surface and how communities are affected. Students will gather, record and interpret data</td>
<td><strong>Physical Sciences</strong>&lt;br&gt;Show Physics&lt;br&gt;In this unit students investigate the 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 investigate electrical circuits as a means of transferring and transforming electricity. They design and construct electrical circuits to perform specific tasks using materials and equipment safely. Students explore how energy from a variety of sources can be used to generate electricity and evaluate personal and community decisions related to the use of different energy sources and their sustainability. Students will investigate balanced and unbalanced forces and the effect these have on the motion of an object.</td>
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<td>Unit 1</td>
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<td>change of state and reversible and irreversible changes in everyday materials and how this is used to solve problems that directly affect peoples’ lives. Students will understand applications of science understandings of evaporation by Indigenous peoples of Australia. Students will plan investigation methods using fair testing to answer questions. They will identify and assess safety risks, make observations and accurately record data and develop explanations. Students will identify patterns and relationships in data and suggest improvements to methods to improve fairness and accuracy. relating to space and the solar system and to Earth, such as weather, climate and weather events. Students explore the ways in which people use scientific observations to prepare for disaster in Australia and throughout Asia. object. They explore the effects of gravity and relate centre of gravity to movement. Students investigate the impact of friction on a moving object and the forces involved in simple machines. They consider how understanding of forces and simple machines has contributed to solving problems in the community and how people use forces and simple machines in their occupations. Students investigate applications of force in transport systems and consider how scientific and technological developments have improved vehicular safety.</td>
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## Technologies: Design and Technologies – Prep

### UNIT 1

**Spin it!**

**Engineering principles and systems**

Students explore how technologies use forces to create movement in products. They design and make a spinning toy for a small child that is fun and easy to use. Suggestions for alternate projects are also described.

Students apply processes and production skills, in:

- investigating spinning toys from around the world, and analysing how they are made and how they work
- generating and developing design ideas, and communicating these using simple drawings
- producing a functional product that appeals to the client
- evaluating their design and production processes
- collaborating and managing by working with others and by sequencing the steps for the project.

Suggested partner unit:
- Science Year 2 Unit 2 – Toy factory

## Technologies: Design and Technologies – Years 1/2

### UNIT 2

**Grow, grow, grow**

**Food and fibre production and Food specialisations**

Students explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating. They design solutions for a farm to enable successful food and fibre production and make a food product from garden produce.

Students apply processes and production skills, in:

- investigating how food and fibre are grown to meet human needs
- generating and developing design ideas for a functional growing environment
- producing a simple drawing that represents their design
- evaluating their design and presentation processes, using personal preferences
- collaborating by working with others and managing by following sequenced steps for the project.

Suggested partner units:
- Science Prep Unit 1 – Our living world
- Science Year 2 Unit 3 – Good to grow
Pinball paradise

Engineering principles and systems
Students investigate how forces and the properties of materials affect the behaviour of a product or system. They make a pinball machine and design a games environment for its use. They explore the role of people in engineering technology occupations and how they address factors that meet client needs.

Students apply processes and production skills, including:

- investigating by:
  - exploring games with moving parts
  - testing materials, tools and techniques
  - exploring techniques for shaping and joining materials and creating mechanisms
- generating, developing and communicating design ideas for:
  - a pinball machine
  - a games room environment
- producing by working safely with components and materials to create a functioning product
- evaluating design ideas and processes for the product and environment
- collaborating as well as working individually throughout the design and production
- managing by sequencing production steps.

Suggested partner unit:
- Science Year 4 Unit 4 – Fast forces
## Harvesting good health

### Food specialisations and Food and fibre production

Students explore how competing factors and technologies influence the design of a sustainable service. This service provides a plant for the preparation of a healthy food product.

Students apply the following processes and production skills:

- Investigating:
  - healthy food choices and food preparation techniques;
  - plant growth requirements and production systems;
  - design needs and opportunities;
  - issues, including sustainability, which affect designs; and
  - the characteristics of materials, tools and techniques in relation to the design challenge.
- Generating designs, criteria for success, an annotated diagram of a sustainable plant service and a production plan.
- Producing a plant service to enable the preparation of a healthy food product.
- Evaluating their design and production processes.
- Collaborating and managing by working with others and by following the steps for the project.

Suggested partner unit:
- Health and Physical Education Year 5 Unit 2 — Healthy habits, or
- Science: Year 6 Unit 4 — Life on Earth (Human impact on the environment).
### Technologies: Digital Technologies – Years Prep to 2

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<thead>
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<th>UNIT 1</th>
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<tbody>
<tr>
<td><strong>Computers - Handy helpers</strong></td>
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<tr>
<td>Students learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They:</td>
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<tr>
<td>- recognise and explore how digital and information systems are used for particular purposes in daily life</td>
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<tr>
<td>- collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning</td>
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<tr>
<td>- describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts</td>
</tr>
<tr>
<td>- develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps and hiding unnecessary information, when solving simple problems</td>
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<tr>
<td>- work independently and with others to create and organise ideas and information, and share these with known people in safe online environments.</td>
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</tbody>
</table>

### Technologies: Digital Technologies – Year 3-4

<table>
<thead>
<tr>
<th>UNIT 1</th>
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<tbody>
<tr>
<td><strong>What digital systems do you use?</strong></td>
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<tr>
<td>Students explore and use a range of digital systems including peripheral devices and create a digital solution (an interactive guessing game) using a visual programming language. They:</td>
</tr>
<tr>
<td>- identify and explore a range of digital systems and their use to meet needs at home, in school and in the local community, and use a range of peripheral devices to transmit data</td>
</tr>
<tr>
<td>- define simple problems and identify needs</td>
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<tr>
<td>- develop technical skills in using a visual programming language to create a digital solution</td>
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<tr>
<td>- describe, follow and apply a sequence of steps and decisions (algorithms) in non-digital contexts and when using a visual programming language</td>
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<tr>
<td>- implement a simple digital solution that involves branching algorithms and user input when creating a simple guessing game</td>
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<tr>
<td>- explain how their solutions and existing information systems, such as learning software, meet personal, school and community needs</td>
</tr>
<tr>
<td>- develop skills in computational and systems thinking when solving simple problems and creating solutions.</td>
</tr>
</tbody>
</table>

Suggested partner units:
- Any unit in Years 3-4
  - For example:
  - Science Year 3 Unit 1 – Is it living?
### UNIT 2

**Data changing our world**

Students investigate how information systems meet local and community needs and create a spreadsheet solution. Learning opportunities include:

- exploring how community organisations collect data and present information to meet community needs
- visualising data to create information that is easily understood
- creating a data-driven solution that processes user input to provide information about a reading challenge.

Students apply a range of skills and processes when creating digital solutions. They:

- explore information systems, including systems that deliver community information, and explain how they meet needs
- examine how digital information systems use whole numbers to represent all data
- collect, manage and analyse data using a range of software (such as spreadsheets)
- interpret and visualise data to create information
- define problems by considering the need, the required data, the audience and what features need to be included
- implement a digital solution to solve a defined problem
- apply technical protocols such as devising meaningful file naming conventions and determining safe storage locations to protect data and represent information in ethical ways.

Suggested partner units:

- English Year 5 Unit 1 — Examining and creating fantasy texts
- English Year 6 Unit 1 — Short stories
- Mathematics Year 5 Unit 1 — Assessment task: Interpreting data and posing questions to gather data
- Mathematics Year 6 Unit 1 — Assessment task: Interpreting and comparing data displays
# The Arts: Dance – Years Prep to 2

## UNIT 5

### Action stories

Students make and respond to dance by exploring action stories as stimulus.

Students:
- explore, improvise and organise ideas about action stories to make dance sequences using the elements of dance (space, time, dynamics, relationships)
- use fundamental movement skills to develop technical skills when practising action story dance sequences
- present dance sequences that communicate ideas about action stories to an audience
- respond to dances, considering where and why people dance, starting with dances from Australia including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.

Unit 5 developed using the Australian Curriculum: Dance Years Prep to 2 Content Descriptions and Achievement Standard.

## UNIT 2

### Dance messages

Students make and respond to dance by exploring how dance is used to represent traditional stories from a variety of Asian countries as a stimulus.

Students:
- improvise and structure movement ideas for dance sequences that express messages or morals using the elements of dance and choreographic devices
- practise technical skills safely in fundamental movements
- perform dances using expressive skills to communicate a message or a moral
- identify how the elements of dance and production elements express ideas about messages or morals in traditional dance including those of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.

Unit 2 developed using the Australian Curriculum: Dance Years 3 and 4 Content Descriptions and Achievement Standard.

## UNIT 2

### Dance landscapes

Students make and respond to dance from Australia and Asian countries using cultures and landscapes as stimulus.

Students:
- explore movement and choreographic devices, using the elements of dance and production elements (props, costumes, space) to choreograph dances which represent ideas about Australian/Asian cultures and landscapes.
- develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination
- perform dance using expressive skills to communicate ideas about Australian/Asian cultures and landscapes
- explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts.

Unit 2 developed using the Australian Curriculum: Dance Years 5 and 6 Content Descriptions and Achievement Standard.
**UNIT 5**

**Stories come to life**

Students make and respond to drama by exploring ways that texts and stories can be enacted using voice and movement.

Students:
- explore role and dramatic action in texts and stories through dramatic play, improvisation and process drama
- use voice, facial expression, movement and space to imagine and establish role and situation in drama based on stories
- present drama that communicates ideas, including stories from their community, to an audience
- respond to drama and consider where and why people make drama, starting with Australian drama including drama of Aboriginal Peoples and Torres Strait Islander Peoples.

Unit 5 developed using the Australian Curriculum: Drama Years Prep to 2 Content Descriptions and Achievement Standard.

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**UNIT 2**

**The Arts: Drama – Year 3-4**

**Country/Place**

Students explore connection to Country/Place through Dreaming stories and Before Before Time stories as stimulus.

Students:
- explore ideas and narrative structures in Dreaming stories and Before Before Time stories through roles and situations and use empathy in their own improvisations and devised drama
- use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place
- shape and perform dramatic action using narrative structures and tension in devised and scripted drama
- identify intended purposes and meaning of drama using the elements of drama to make comparisons.

Unit 2 developed using the Australian Curriculum: Drama Years 3 and 4 Content Descriptions and Achievement Standard.

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**UNIT 2**

**The Arts: Drama – Year 5-6**

**My hero**

Students make and respond to drama by exploring drama from different cultures, time and places in Europe and North America as stimulus.

Students:
- explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama around ideas related to the interconnections between people and the environment to develop characters and situat
- develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action
- rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories (including those of Europe and North America) and engage an audience
- explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts in Europe and North America.

Unit 2 developed using the Australian Curriculum: Drama Years 5 and 6 Content Descriptions and Achievement Standard.

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**UNIT 5**

**What can you hear?**
Students explore the existence and impact of sound as a representation of settings and characters in the community.

Students:
- explore soundscapes through capturing audio from their community and using media technologies to communicate ideas about where and why sounds can be heard
- experiment with audio recording and image capture to draw attention to sounds in the community
- present soundscapes which may present alternate interpretations (e.g., matching game; sounds with different images)
- describe and discuss sound effects and audio in media art works of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.

Unit 5 developed using the Australian Curriculum: Media Arts Years Foundation to 2 Content Descriptions and Achievement Standard.

The Arts: Media Arts – Year 3-4

UNIT 2

Poetry in motion

Students create a character animation to deliver an audio recording of a short, humorous poem.

Students:
- explore representations of people from their community (including self) to develop animated characters considering animation forms, mouth shapes, facial expression, character development, composition, text and sound in media delivery to engage an audience
- experiment with media technology, collaborative production processes (script, storyboard, photograph and edit as a slideshow) to create a lip-synched animation
- present productions in digital form to share and discuss similarities and differences in content, structure, and animation approaches
- describe and discuss intended purposes and meanings of media art works using media arts key concepts, starting with media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.

Unit 2 developed using the Australian Curriculum: Media Arts Years 3 and 4 Content Descriptions and Achievement Standard.

The Arts: Media Arts – Year 5-6

UNIT 2

Documentary — what’s the story

Students create a documentary style film to tell the personal story of someone known to them or researched.

Students:
- explore the use of documentary codes and conventions to tell a story, depict a character, enhance representation and point of view
- experiment with media technology and collaborative production processes (script, storyboard, film, photography, editing, lighting, sound and text) to create mood and atmosphere and communicate point of view
- present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions, mood and lighting
- compare and explain the shaping of viewpoint, ideas and stories in their own media artwork and that of others, examining representation of culture, time and place in media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.

Unit 2 developed using the Australian Curriculum: Media Arts Years 5 and 6 Content Descriptions and Achievement Standard.

The Arts: Music – Years Prep to 2

UNIT 5

Musical stories

Curriculum into the classroom (C2C): Whole-school curriculum plan — P–6
State Schools
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Queensland Government
Students make and respond to music by exploring the ways that music can evoke stories, including soundscapes and sound stories, program music and lyric stories.

Students:
- develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion in music that evokes stories
- sing and play instruments to improvise, practise a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community that tell a story
- create compositions and perform music to communicate story ideas to an audience
- respond to music that tells a story and consider where and why people make music, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples.

Unit 5 developed using the Australian Curriculum: Music Years Prep to 2 Content Descriptions and Achievement Standard.

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<thead>
<tr>
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**Songs of Australia**

Students make music and respond to music exploring songs from the arrival of the First Fleet, sea shanties, explorer songs, songs about important Australians including Aboriginal Peoples and Torres Strait Islander Peoples.

Students:
- develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns used in music related to the theme of European exploration and the movement of people
- practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces
- create music about European exploration and the movement of people, perform to an audience via pageant, concert or flash mob and record compositions by selecting and organising sounds, silence, tempo and volume
- identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples.

Unit 2 developed using the Australian Curriculum: Music Years 3 and 4 Content Descriptions and Achievement Standard.

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**Around the world with music**

Students make and respond to music exploring the music-making of other cultures through their music journal.

Students:
- explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns of music from different cultures such as Japan, Korea, India, Indonesia and China
- develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music from different cultures
- rehearse and perform music from different cultures including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience
- explain how the elements of music communicate meaning by comparing music from different cultures.

Unit 2 developed using the Australian Curriculum: Music Years 5 and 6 Content Descriptions and Achievement Standard.

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<tr>
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**Reinventing objects**
Students explore processes of invention and imagination through found object sculpture or collage to communicate meaning and represent new ideas about change and sustainability.

Students:
- explore imaginative artworks created from reinvented found and discarded objects by artists including Aboriginal and Torres Strait Islander peoples and Asian artists and use this as inspiration to develop their own artworks
- experiment with visual conventions (sculpture, collage, assemblage) to create artworks drawn from imaginative interpretations of real events and experiences
- display artworks and share ideas about visual language choices made in artworks to capture imaginative concepts
- describe and interpret artists’ use of sustainable art materials to communicate ideas.

Unit 5 developed using the Australian Curriculum: Visual Arts Years Foundation to 2 Content descriptions and Achievement standard.

### The Arts: Visual Arts – Year 3-4

#### UNIT 2

**Tiny worlds**

Students explore the communication of diversity in environments through the manipulation of visual language.

Students:
- explore and identify purpose and meaning of cultural symbolism in artworks by Aboriginal and Torres Strait Islander peoples and Asian artists to communicate relationships to environments and places
- experiment with visual conventions and visual language to depict personal responses and qualities of environments (printmaking techniques, colour relationships – warm/cool; application of materials - harsh/ger spatial devices – flattened space/aerial perspective/ depth)
- collaborate, plan and create a collection/exhibition of artworks to depict diversity in Australian environments and diversity in individual approach
- compare contemporary artworks of Aboriginal and Torres Strait Islander peoples and Australian artists that communicate personal experience with environments and natural landforms and use art terminology to communicate meaning.

Unit 2 developed using the Australian Curriculum: Visual Arts Years 3 and 4 Content Descriptions and Achievement Standard.

### The Arts: Visual Arts – Year 5-6

#### UNIT 2

**Say it with art**

Students explore recontextualisation of objects and non-traditional art materials to communicate ideas.

Students:
- explore and explain the expression of social commentary and the influence of context in artworks by artists including Aboriginal and Torres Strait Islander Peoples and Asian artists and consider this in the development of their own art works
- experiment with and use visual conventions and practices (found object mixed media forms, digital collage, digital manipulation) in research and development of individual artworks which express a personal view
- plan the presentation of digital art forms and/or found object mixed media forms to express personal view and enhance meaning for audience with description of influence and context
- compare recontextualisation of ready-mades and the representation of context in artworks from different cultures, times and places and use art terminology to explain the communication of social concern.

Unit 2 developed using the Australian Curriculum: Visual Arts Years 5 and 6 Content Descriptions and Achievement Standard.