P–7 Curriculum, Assessment and Reporting Plan 2014
(The “WHAT” in a Nutshell)

General Capabilities
- Literacy
- Numeracy
- Information & communication technology competence
- Critical and creative thinking
- Personal and social competence
- Ethical behaviour
- Intercultural understanding

Australian Curriculum
- Mathematics
- Science
- English
- History
- Geography
- SOSE
- Technology
- Health & Physical Education
- The Arts
- LOTE

QCAR
- C2C Units 2014
- PPP Program (implement ACARA 2015)
- Languages (implement ACARA 2015)
- Cross-curriculum priorities
- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability.
**Our School Mission**

At Pacific Pines we are committed to providing quality educational experiences that are connected to real life and have a futures perspective, through a supportive and creative environment.

**Our School Vision**

Learning Today for Tomorrow’s Challenges

**Our School Values:**

Quality Educational experiences that include High Intellectual Challenge

- Academic Excellence
- Curriculum connected to Real Life
- A differentiated curriculum
- The aspirations of individuals
- Teamwork
- A skilled workforce
- A support and creative environment
- Building positive relationships

Difference

Social Responsibilities

A sense of community

A futures Perspective

Celebration of Success

**Our School Motto**

Learning for Life
Overview

The School Framework is informed by the DETE P–12 curriculum, assessment and reporting framework which specifies the requirements for Queensland state schools for delivering the curriculum for Prep to Year 12 from 2013.

The framework is based on the assumption that every student can learn and that responding to the particular learning needs of students is central to teaching.

In implementing the P–12 curriculum, assessment and reporting framework Queensland state schools:

• provide students with the required curriculum
• assess, monitor and capture student achievement
• set high expectations for each student and respond effectively to their current levels of achievement and differing rates of learning
• prepare students to exit schooling with the foundation for successful lifelong learning and participation in the community
• keep parents and students informed of the student’s achievement throughout their schooling.


The Australian Curriculum

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities that are important for all Australian students. It describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students.

• English, Mathematics, Science, History and Geography
• General Capabilities
• Cross-Curriculum Priorities

Curriculum Implementation

In 2014 Pacific Pines Primary will continue to follow the EQ Implementation Schedule in implementing The Australian Curriculum in English, Mathematics, Science and History, and begin implementing Geography.

All Queensland teachers are also required to plan, teach and assess the remaining KLAs – SOSE (refer to ESC SOSE overview), The Arts, HPE and Technology, as part of our mandated Queensland curriculum, utilising the Essential Learnings and Ways of Working from QCAR.


Curriculum Requirements

In 2014, Pacific Pines Primary will: (as outlined in DETE P–12 curriculum, assessment and reporting framework):

• Continue implementation of the Australian Curriculum for English, Mathematics, Science and History and commence Geography, for all students P - 10. Implementation involves teaching, assessment and reporting.

• Implement the Queensland curriculum for Prep to Year 10, as listed below:
  – Queensland Early Years Curriculum Guidelines (Queensland Studies Authority) in relation to Social and personal learning, Health and physical learning, and Active learning processes in Prep.
  – Queensland Curriculum, Assessment and Reporting (QCAR) Framework Essential Learnings in Years 1 to 9 for Technology, Health and Physical Education and the Arts.
  – QCAR Framework Essential Learnings for Languages mandated in Year 6, 7 and 8 as specified in Mandatory Languages in Years 6, 7 and 8. Languages in year levels other than Years 6–8 are provided based on the needs of the students and the local community.

• Implement the Minimum curriculum time requirements for Queensland state schools: 2014 - 2016. For students on a highly individualised learning plan requiring high intensity support, schools may need to adjust these time allocations — as documented in the student’s Individual Learning Plan.

• Provide a curriculum for students with disability under the conditions specified in Policy statement: Curriculum provision to students with disability.

• Teach Queensland modern cursive script in implementing the Australian Curriculum: English content descriptions relating to Handwriting in Prep to Year 7.

• Use information and communication technologies to enhance student learning in the required curriculum.

• Use Standard Australian English as the basis for teaching, including the teaching of spelling.

• Provide school curriculum informed by student performance data to support the continuous improvement of student achievement.

• Develop Aboriginal and Torres Strait Islander perspectives:
  – through embedding the cross-curriculum priority: Aboriginal and Torres Strait Islander histories and cultures in all learning areas, with a strong but varying presence depending on the relevance to the learning area
  – by taking a localised approach in line with Embedding Aboriginal & Torres Strait Islander Perspectives in Schools.

• Develop a school homework policy in consultation with the school community — as specified in Policy statement: Homework.

Curriculum Provision to Students with Diverse Learning Needs

As specified in the policy: Curriculum provision to students with diverse learning needs, Pacific Pines Primary will:

• Differentiate teaching to enable students to achieve the learning specified for their year

• Work towards the collaborative development of Individual Learning Plans for the small percentage of students who are identified as requiring a different year-level curriculum in some or all learning areas for the reporting period

• Provide for students with learning support needs

• Provide for gifted and talented students

• Provide for students learning English as an additional language or dialect (EAL/D) by:
  – identifying and monitoring their development of English language proficiency using the Queensland Bandscales for EAL/D Learners
  – supporting their learning — as specified in Policy statement: Curriculum provision to students with diverse learning needs.

4  Adapted from a template provided by Earnshaw State College P-6 Curriculum, Assessment and Reporting Plan (Created T22014)
Minimum Time Requirements

The Queensland Studies Authority (QSA): Time allocations and entitlement — Advice on implementing the Australian Curriculum F(P)–10 is based on indicative times used by the Australian Curriculum writers; and the number of weeks per school year. Informed by this QSA advice, the following Education Queensland (EQ) recommended curriculum time allocations. Teachers refer to the Minimum Time Requirements when developing a class Weekly Timetable.

Teachers have the flexibility to adjust lesson times, build in appropriate revision and extension time to assist with the range of student needs and adjust weekly hours to factor in blocks of teaching, special events, such as carnivals, excursions and public holidays.

At Pacific Pines Primary, P-7 staff have also committed to adding the explicit teaching of reading through Guided Reading and Literacy Rotations. Staff have also committed to the additional explicit improvement agendas of Grammar and Punctuation and Numeracy.

Table 1: EQ Minimum Yearly Requirements.

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Prep</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
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<tbody>
<tr>
<td>English</td>
<td>280</td>
<td>280</td>
<td>280</td>
<td>280</td>
<td>240</td>
<td>240</td>
<td>240</td>
<td>Up to 240</td>
</tr>
<tr>
<td>Mathematics</td>
<td>200</td>
<td>200</td>
<td>200</td>
<td>200</td>
<td>200</td>
<td>200</td>
<td>200</td>
<td>Up to 200</td>
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<tr>
<td>Science</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>History</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>Total hours per year</td>
<td>520</td>
<td>520</td>
<td>520</td>
<td>590</td>
<td>550</td>
<td>550</td>
<td>550</td>
<td>590</td>
</tr>
<tr>
<td>HPE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2: Minimum Time Requirements broken down into a Weekly Hours (QSA)

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Prep</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
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<tbody>
<tr>
<td>English</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>1</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>0.5</td>
<td>0.5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1.25</td>
<td>1.25</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>0.5</td>
<td>0.5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1.25</td>
<td>1.25</td>
<td></td>
</tr>
<tr>
<td>Economics and business</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>Civics and citizenship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>Design and Technology</td>
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<td>0.5</td>
<td>1</td>
<td>1</td>
<td>1.5</td>
<td>1.5</td>
<td>1.5</td>
<td>2</td>
</tr>
<tr>
<td>Languages</td>
<td>1.25</td>
<td>1.25</td>
<td>1.25</td>
<td>1.25</td>
<td>1.25</td>
<td>1.25</td>
<td>1.25</td>
<td>1.5</td>
</tr>
<tr>
<td>The Arts</td>
<td>1</td>
<td>1</td>
<td>1.25</td>
<td>1.25</td>
<td>1.25</td>
<td>1.25</td>
<td>1.25</td>
<td>2</td>
</tr>
<tr>
<td>HPE</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total/per week</td>
<td>18.75</td>
<td>18.75</td>
<td>18.75</td>
<td>21.75</td>
<td>20.75</td>
<td>21.75</td>
<td>21.75</td>
<td>22</td>
</tr>
</tbody>
</table>

Curriculum into the Classroom (C2C)

The Curriculum into the Classroom (C2C) project is a set of planning resources to help teachers implement the Australian Curriculum in Queensland state schools. Use of C2C materials is not mandated by the department.

The C2C materials provide a starting point for curriculum planning and teachers can adopt or adapt them to meet student needs.

- Unit plans, lesson overviews, and lesson plans for C2C units are available on [OneSchool](#).
- Resources for Curriculum Planning can be found on [OnePortal](#).

Please note that the C2C resources are owned by the Department of Education and Training, and protected by copyright law. Whilst Education Queensland teachers may access and use these materials with their students, they are not able to share these with colleagues who work in other schooling sectors. Under the terms and conditions of using these materials, access to the resources is restricted to Education Queensland employees.
At Pacific Pines Primary, teachers are expected to:

**Plan collaboratively**
- To ensure all students in a year level have access to the same curriculum entitlements.
- To enable collegial learning.

**Follow the Pacific Pines Primary Year Level Overviews**
- Through discussions with your team, explore, dissect and discuss this document to package learning area/units into coherent classroom programs that are rigorous and engaging.

**Challenge:** Retaining the discipline-specific nature of each learning area whilst
- Providing real-life meaningful contexts, opportunities for connectedness to the world and extension of the learning beyond the school context;
- Developing deep knowledge and deep understandings;
- Connecting knowledge across subject boundaries.

Example: where is it possible to teach The Arts or Technology, in the context of other units without losing the integrity of the unit or the Learning Area?

**Adopt and Adapt C2C Units (refer to chart p7)**
- As a set of planning resources to help implement the Australian Curriculum
- As a starting point for curriculum planning, adapted to meet student needs.
- Adhere to agreed school based processes and timelines for adapting assessment tasks.

**Challenge:** Maintaining the intent of the Australian Curriculum, considering:
- Curriculum intent
- Assessment Tasks
- Sequence of Teaching and Learning
- Authenticity of assessment & unit content

A program is a plan of the teaching and learning for your context. It should contain the following components:
- School Vision Statement
- School policies

**Operational Information**
- Class Timetables (refer to minimum Time Requirements)
- Class List: including student needs (special needs, behaviour), contact details
- Map of the school – which includes location of teachers and classes
- School Term Calendar
- Evacuation Procedures
- Behaviour Management Plan
- Playground Duty Roster

**Long Term Plans**
- Yearly Overview (Pacific Pines Primary P-7 Year Level Overviews; C2C Year Level Overviews)

**Medium Term Plans**
- Class Term Overview
- Class Differentiation Planner
- Units of Work/Assessment Tasks and GTMJ

**Short Term Plans**
- Weekly Plan/Day Book

**Assessment Tools**
- Recording tools, eg Checklists.
- Assessment strategies, eg self-assessment, rubrics
- ACARA Scope and Sequence Checkpoints
- PPP DCAT

**Reporting To Parents Tools**
- PPP Reporting Guidelines (implement 2014)

**Challenge:** Maintaining effective systems for monitoring and recording enacted curriculum.

**Differentiate “Teach students not units” (Maker Model)**

**Teachers will:**
- Utilise DCAT and a range of pre-assessment tools to pre-test their class at the beginning of each unit,
- Analyse this information and compare it with existing data (internal and external)
- Map every PPP student onto a class HONEYCOMB
- Set targets for students/whole class in relation to HONEYCOMB
- Develop a class Differentiation Plan within the DCAT cycle
- Make informed decisions about the content and sequence of the Australian Curriculum and the differentiation required for specific units to ensure exposure over a school year;

**Challenge:** effectively scaffolding and differentiating tasks and delivery based on student needs

**Make Learning Explicit “Let students into the secret” (Larry the Learning Lizard)**

**Teachers will:**
- Provide a visual evidence of curriculum content within the classroom
- Establish and communicate Learning Goals for units/lessons and individuals
- Make the purpose of the learning explicit;
- Use WALT, WILF and TIB as a common language
- Provide and explain Task Sheets and Criteria Sheets at the beginning of a unit. Criteria sheets should use language appropriate to the age/stage of the student;
- Document classroom learning in Larry’s Learning Journal during his visits

**Use effective Instructional Design**

**Teachers will refer to the following documents in planning for instruction:**
- PPP Pedagogical Framework;
- PPP Explicit Teaching Framework, based on the Gradual Release of Responsibility model (see “Teaching Strategies”)

**Provide Quality Assessment**

**Teachers will:**
- Identify and minimise barriers that prevent students demonstrating what they know, understand and can do.
- Align assessment with content descriptors/essential learnings.
- Ensure there is assessment for learning, rather than just assessment of learning
- Administer diagnostic assessments as per the P-7 Diagnostics and Screening Schedule.

**Maintain Student Assessment Folios**

**Teachers will:**
- Collect and maintain evidence of student knowledge, understanding and skills in all Learning Areas (i.e. Student Assessment Folio, Filing Cabinets, L4L)
- Record diagnostic assessment data in OneSchool using DCAT format
- Utilise learning profiles for Ss to record their achievements - L4L
- Record Term Reading and Numeracy Goals - L4L

**Ensure Consistency of Teacher Judgement**

**Teachers will:**
- Meet and moderate, maintaining the assessment schedule and P-7 Moderation Schedule as formulated in the Assessment Plan and DCAT.

**Storing and Recording Curriculum**

The OneSchool information management system continues to provide an ideal storage space for Education Queensland teachers’ planning documents and resources. In 2014, selected PPP teachers will be supported to further develop their capabilities with OneSchool in order to record the results associated with DCAT assessments.
Adapting C2C Units

In Year Level teams, teachers consider the following elements when modifying C2C Units.

**Curriculum Intent**
- What are the relevant Australian Curriculum Content Descriptions and parts of the Year Level Achievement Standard?
- What is the purpose (the intent) of the unit?
- Reviewed the relevant prior curriculum to identify possible gaps between the unit content and student capabilities.

**Assessment**
- Does the assessment item align with ACARA Content Descriptors?
- What knowledge and skills will students need in order to attain the required learning and complete the assessment?
- Will students be able to complete the existing assessment piece or do you need to modify or develop new assessment items and GTMs?
- Does the task need to be adapted to satisfy what is essential, within the time period?
- How will you differentiate the task for individual students?
- Will changes to the assessment still allow students to demonstrate an “A” level of achievement?

**Sequencing Teaching & Learning**
- How will you pre-assess to determine students’ prior knowledge and understanding?
- Will you be able to implement the teaching sequence as it is, or will you need to adapt it as a team?
- What lessons or activities are essential for students to attain the required learning and complete the assessment?
- How will you differentiate the teaching for individual students?
- Which core resources will be used by all classes? Which can be used for consolidation or extension?

**Making Judgements**
- What criteria are relevant on the existing GTMJ?
- Do you need to change the criteria to reflect any changes to the assessment or the teaching and learning sequence?
- If no GTMJ is supplied, do you need to write one?
- How will your team ensure consistency in the implementation and marking of the assessment for moderation and reporting purposes? (Refer to ESC Moderation Schedule)

**Feedback**
- How will you give feedback to students about their performance throughout the unit?
- How will you use feedback about student performance to inform implementation of this unit and the next?

**CONSIDER**
- Will any changes made affect the intent of the unit?
- Do any changes still align with Australian Curriculum content descriptions and assessment standards?
- As you make decisions around adopting and adapting the units of work, it is important that you align your assessment and reporting to what you have taught.
- Remember you can provide students with further opportunities throughout the year to cover the content descriptions and demonstrate the achievement standard.

**RECORD CHANGES TO THE SEQUENCE AND FREQUENCY OF EXPLICIT TEACHING OF CONTENT DESCRIPTORS IN THE YEAR LEVEL OVERVIEW**
Pacific Pines Primary Instructional Design: Towards independent learning

One way teachers can provide more targeted, individualised instruction is to use the gradual release of responsibility model (Pearson & Gallagher, 1983). This instructional model requires that the teacher, by design, transition from assuming “all the responsibility for performing a task … to a situation in which the students assume all of the responsibility” (Duke & Pearson, 2002).

The optimal learning model takes Vygotsky’s ideas and puts them into practice. In this research-based model, the responsibility for task completion shifts gradually over time from the teacher to the student. The following steps describe this shift:

- **Teacher Modelling**: Explain the strategy, demonstrate how to use it, and think aloud while demonstrating.
- **Guided Practice**: Practice using the strategy with students during shared lessons. Allow students to share their thinking processes. Give feedback and support. Gradually release responsibility to students.
- **Independent Practice**: Students try to apply the strategy on their own, receiving feedback from teacher and other students.
- **Application of the Strategy**: Students apply the strategy in a new format or more difficult task.

We need to enter into dialogue with a learner in such a way that “hints and prompts” are provided to move him/her through the zone of proximal development. Learning is about support, help and encouragement to reach new levels of understanding and skill. This gradual release may occur over a day, a week, or an entire unit. However, Warm-Up and Closure is part of every lesson.

The gradual release of responsibility model is the intersection of several theories, including the following:

- Piaget’s (1952) work on cognitive structures and schema
- Vygotsky’s (1962, 1978) work on zones of proximal development
- Bandura’s (1965) work on attention, retention, reproduction, and motivation
- Wood, Bruner, and Ross’s (1976) work on scaffolded instruction

Taken together, these theories suggest that learning occurs through interactions with others, and when these interactions are intentional, specific learning occurs.

Unfortunately, most current implementation efforts of the gradual release of responsibility model limit these interactions to adult and child exchanges. A common framework for implementing the model is to do it; we do it; you do it. In other words, many current models lack a vital component: learning through collaboration with peers (Fisher, Douglas, and Frey, Nancy: Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility (2008): ASCD).

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**Pacific Pines Primary Thinking Framework**

Adapted from a template provided by Earnshaw State College P-6 Curriculum, Assessment and Reporting Plan (Created 2/2014)
Teaching Strategies

The teaching strategies outlined on the Learning Place site (see table below), move students’ learning from fully supported instruction through to independent learning. Teachers may use any number of strategies to scaffold student learning.

<table>
<thead>
<tr>
<th>Teaching strategies</th>
<th>Direct</th>
<th>Indirect</th>
<th>Interactive</th>
<th>Experiential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples of teaching methods</td>
<td>Explicit teaching</td>
<td>Inquiry-based learning</td>
<td>Whole-class discussion</td>
<td>Field experience</td>
</tr>
<tr>
<td></td>
<td>Intensive teaching</td>
<td>Inductive teaching</td>
<td>Cooperative learning</td>
<td>Simulations</td>
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<tr>
<td></td>
<td>Structured overview</td>
<td>Problem-based learning</td>
<td>Peer partner learning/reciprocal teaching</td>
<td>Role play</td>
</tr>
<tr>
<td></td>
<td>Drill and practice</td>
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<td></td>
<td>Process drama</td>
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C2C Lesson Plan Framework

<table>
<thead>
<tr>
<th>LESSON OBJECTIVES</th>
<th>Students will:</th>
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<tbody>
<tr>
<td>OPENING THE LESSON</td>
<td>Teaching strategies used:</td>
</tr>
<tr>
<td>WARM UP</td>
<td>Explicit teaching</td>
</tr>
<tr>
<td>Direct teaching:</td>
<td>Drill and practice</td>
</tr>
<tr>
<td>Interactive teaching:</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td>BODY OF THE LESSON</td>
<td>Direct teaching:</td>
</tr>
<tr>
<td>I do</td>
<td>Explicit teaching</td>
</tr>
<tr>
<td>We do</td>
<td>Drill and practice</td>
</tr>
<tr>
<td>You do</td>
<td></td>
</tr>
<tr>
<td>Interactive teaching:</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td>Indirect teaching:</td>
<td>Peer partner learning/reciprocal teaching</td>
</tr>
<tr>
<td>CLOSING THE LESSON</td>
<td>Direct teaching:</td>
</tr>
<tr>
<td>Reflect on learning</td>
<td>Inquiry-based learning</td>
</tr>
<tr>
<td>Interactive teaching:</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td>Indirect teaching:</td>
<td>Independent learning</td>
</tr>
</tbody>
</table>

Useful Resources:

**English**
- English resources - Differentiation
- C2C Spelling P-10
- C2C Handwriting
- Print and electronic texts used in English units for 2013, phase 2 aligned to version 3.0 of the Australian Curriculum:
  - Units 1-2 (PDF, 401 KB)
  - Units 3-4 (PDF, 607 KB)
  - Units 5-6 (PDF, 290 KB)
  - Units 7-8 (PDF, 137 KB)

**Mathematics**
- Mathematics resources - Differentiation
- North Coast Region Mathematics Studio key 548516983
- [Year 3 - 7 Yuleba Connect](https://staff.learningplace.eq.edu.au/lp/pages/default.aspx?pid=626734)
- [National Library of Virtual Manipulatives](https://staff.learningplace.eq.edu.au/lp/pages/default.aspx?pid=626734) Virtual tools that can be manipulated and demonstrated on screen, supporting your students in understanding mathematical concepts (and correcting misconceptions).

**Science**
- [C2C Science materials and equipment lists](https://staff.learningplace.eq.edu.au/lp/pages/default.aspx?pid=626734)
- [DSSW SCIENCE BANK - RESOURCES](https://staff.learningplace.eq.edu.au/lp/pages/default.aspx?pid=626734)
- [C2C Science library](https://staff.learningplace.eq.edu.au/lp/pages/default.aspx?pid=626734) All slideshows and materials/equipment lists available on this site.
- [INSPIRING SCIENCE @ SER](https://staff.learningplace.eq.edu.au/lp/pages/default.aspx?pid=626734)
- Science ACARA edStudios by Dani Taylor
- Science Prep ACARA Resources
- Science Year 1 ACARA Resources
- Science Year 2 ACARA Resources
- Science Year 3 ACARA Resources
- Science Year 4 ACARA Resources
- Science Year 5 ACARA Resources
- Science Year 6 ACARA Resources
- Science Year 7 ACARA Resources
- Science Year 8 ACARA Resources

**History**
- [C2C for History information sheet - Frequently asked questions (PDF, 134KB)](https://staff.learningplace.eq.edu.au/lp/pages/default.aspx?pid=626734)

**Geography**
- [C2C: Geography - find it fast (PDF, 125KB)](https://staff.learningplace.eq.edu.au/lp/pages/default.aspx?pid=626734)

**21st Century Learning**
- [LEARNING @ SER](https://staff.learningplace.eq.edu.au/lp/pages/default.aspx?pid=626734) Studio key 548347004 This EdStudio provides teachers with a range of resources and 21st century tools that will transform practice.

**General**
- Contemporary Practice Warm Ups
- Contemporary Practice Site for Resources and Strategies across the curriculum
- [C2C Differentiation Samples](https://staff.learningplace.eq.edu.au/lp/pages/default.aspx?pid=626734)
- [C2C: Aboriginal peoples & Torres Strait Islander peoples Cross Curriculum Priority support](https://staff.learningplace.eq.edu.au/lp/pages/default.aspx?pid=626734)
- [Metropolitan English as an additional language or dialect (EAL/D) Program](https://staff.learningplace.eq.edu.au/lp/pages/default.aspx?pid=626734)

Adapted from a template provided by Earnshaw State College P-6 Curriculum, Assessment and Reporting Plan (Created 7/2/2014)
### Previewing and Saving C2C Units - OneSchool

#### Step 1
Log on to One School

#### Step 2
Curriculum & Assessment > Curriculum Planning > List Unit Plans.

#### Step 3
Select C2C Unit Plans; Search.

**Specific search options**
- Search by Year Level, Learning Area

#### Step 4
Click on the preview icon. A report options box will open.

#### Step 5
Select the sections you would like to view. Click > Preview

#### Step 6
This window and message will open automatically to let you know that OneSchool is generating your request. Close this Window.

#### Step 7
Go back to the OneSchool homepage.

#### Step 8
The unit you requested to preview will automatically save to your Home page. Make sure you scroll down to find it.

*Note: It can take several minutes to appear on the screen.*

#### Step 8
Click on the Unit/Report Name and save the document. To use documents, you must extract from the zip file. To do this, right-click on the zip file, select Extract and follow the instructions.

**ONESCHOOL IS THE “POINT OF TRUTH”: DON'T RELY ON COPIES YOU HAVE ALREADY DOWNLOADED OR COPIES ON G.DRIVE**
Curriculum Content 2014

YEAR LEVEL OVERVIEWS
PREP OVERVIEW

By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience. They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. They learn rhyme, letter patterns and sounds in words.

Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.

In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.

Students 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. Daily warm-ups are included to support student learning.

There is no summative assessment of student learning in this unit. Monitor student learning throughout the unit.

PREP ENGLISH

Language variation and change

Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)

Understand that some language in written texts is unlike everyday spoken language (ACELA1431)

Literature and context

Recognise that texts are created by authors who tell stories and share experiences that may be familiar to students’ own experiences (ACELT1577)

Language for interaction

Explore how language is used differently at home and school depending on the relationships between people (ACELA1428)

Respond to literature

Respond to texts, identifying favourite stories, authors and illustrators (ACELT1783)

Text structure and organisation

Understand that some language in written texts is unlike everyday spoken language (ACELA1431)

Responding to text

Students will have multiple opportunities to read, examine and explore text structure and organisation.

Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)

Literacy

Identify some features of texts including events and characters and retell events from a text (ACELT1578)

Literary elements

Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432)

Examine literature

Recognise different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1780)

Texts in context

Identify some familiar texts and the contexts in which they are used (ACELY1645)

Expressing and developing ideas

Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433)

Interacting with others

Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1645)

Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1439)

Literature

Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonological knowledge (ACELY1649)

Sound and Letter Knowledge

Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)

Identify some differences between imaginative and informal texts (ACELY1648)

Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words (ACELA1758)

Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)

Know how to use onset and rime to spell words (ACELA1438)

Participate in shared editing of students’ own texts for meaning, spelling, capital letters and full stops (ACELY1652)

Sound and syllables in spoken words (ACELA1439)

Create texts

Recognise rhymes, syllables and sounds (phonemes) in spoken words (ACELA1439)

Recognise the letters of the alphabet and know there are lower and upper case letters (ACELA1440)

Recognise the letters of the alphabet and know there are lower and upper case letters (ACELA1440)

Recognise rhymes, syllables and sounds (phonemes) in spoken words (ACELA1439)

Recognise the letters of the alphabet and know there are lower and upper case letters (ACELA1440)

Create texts using software including word processing programs (ACELY1654)

Units 1

Term 1

Unit 1

Term 2

Unit 2

Term 3

Unit 3

Term 4

Unit 4

Unit 5

Unit 6

Unit 7

Unit 8

Students will read to and use appropriate language features to respond to others in a familiar environment. They learn rhyme, letter patterns and sounds in words.

Students will prepare for their spoken retelling by drawing events in sequence and writing simple sentences.

Students will create and recite a rhyming verse to a familiar audience. They will listen while others present their rhyme and show knowledge of rhyme by identifying the rhyming words that they have used.

Students will have multiple opportunities to read, examine and explore text structure and organisation.

Students will engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning – focused teaching and learning, play, real life situations, investigations and routines and transitions.

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

Students will prepare for their spoken retelling by drawing events in sequence and writing simple sentences.

They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience. They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. They learn rhyme, letter patterns and sounds in words.

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Term 1
Understanding, Fluency, Problem Solving and Reasoning

Understanding includes connecting names, numerals and quantities

• Includes readily counting numbers in sequences, continuing patterns, and comparing the lengths of objects

Problem Solving includes using materials to model authentic problems, sorting objects, using familiar counting sequences to solve unfamiliar problems, and discussing the reasonableness of the answer

Reasoning includes explaining comparisons of quantities, creating patterns, and explaining processes for indirect comparison of length

By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location. Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information.

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. At this year level:

Understanding

• Understanding includes connecting names, numerals and quantities

• Includes readily counting numbers in sequences, continuing patterns, and comparing the lengths of objects

• Problem Solving includes using materials to model authentic problems, sorting objects, using familiar counting sequences to solve unfamiliar problems, and discussing the reasonableness of the answer

• Reasoning includes explaining comparisons of quantities, creating patterns, and explaining processes for indirect comparison of length

Life in Prep

Students compare and order events using the everyday language of time.

Bag sort Interview

Students will sort and classify familiar objects and explain the basis for these classifications.

Number watch Monitoring

Students count to and from twenty.

PREP MATHEMATICS

Students will sort and classify familiar objects and explain the basis for these classifications.

Super George Monitoring

Students use direct and indirect comparisons to decide which is heavier and explain reasoning in everyday language.

Data questions Monitoring

Students answer simple questions to collect information.

Shape sort Observation

Students sort, describe and name familiar two dimensional shapes.

How heavy is your school bag? Monitoring

Students use direct and indirect comparisons to decide which is heavier and explain reasoning in everyday language.

Exciting sandwich Work sample/Observation

Students will plan an activity to complete with a toy (visitor) on every school day for a week.

Plan a week of events Work sample/Interview

Students will plan an activity to complete with a toy (visitor) on every school day for a week.

Crazy cards Work sample/Peer review

Students will create sets of playing cards with each student representing a number to ten or beyond in a variety of ways.

Where to go Monitoring

Students give and follow directions to familiar locations.

Super George Monitoring

Students use direct and indirect comparisons to decide which is heavier and explain reasoning in everyday language.

Data questions Monitoring

Students answer simple questions to collect information.

Shape sort Observation

Students sort, describe and name familiar two dimensional shapes.

How heavy is your school bag? Monitoring

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Crazy cards Work sample/Peer review

Students will create sets of playing cards with each student representing a number to ten or beyond in a variety of ways.

Where to go Monitoring

Students give and follow directions to familiar locations.
By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things.

Students share observations of familiar objects and events.

**Unit 3: Weather watch**

Students use sensory experiences to observe the weather and learn that we can record our observations using symbols. Students explore the daily and seasonal changes in our environment, including the weather, affect everyone. They are given opportunities to reflect on the impact of these changes, in particular on their clothing, shelter and activities, through various cultural perspectives.

Students also learn about the impact of daily and seasonal changes on plants and animals. The unit provides several opportunities for students to formulate generalisations about the signs and signals relating to weather and how weather affects everyday life.

**Collection of student work: Weather watch**

Students share observations about how weather affects living things.

**Make a wind ornamental assignment/project**

Students select and describe properties of materials found in familiar objects.

**Collection of student work: science journal**

Students investigate, compare and describe the factors that affect familiar objects.

**HISTORY UNIT 1: EXPLORING FABULOUS FAMILIES (Term 1)**

In this unit, students:
- understand how they, and the stories of others communicate information about the past
- examine the nature of and structure of families
- recognise similarities and differences between families
- appreciate diversity within their family and others
- share information about their family with others.

**Inquiry question/s:** What is my history and how do I know?

In this unit, students:
- understand how the past is different from the present
- investigate their personal history and family relationships
- examine the nature and structure of families
- recognise similarities and differences between families
- appreciate diversity within their family and others.

**Collection of work:** Oral description, spoken/storytelling, family history

The purpose of this assessment is for teachers and students to collaborate on a series of tasks related to specific steps in the process of historical inquiry. Students undertake an interview with their teacher describing people in their family and referring to a painting of their family. The assessment will gather evidence of the student’s ability to:
- pose questions about their family and/or their family’s history
- describe their family’s make-up and history
- identify similarities and differences between families.

Guided research: Presentation (multimedia)

The purpose of this technique is for teachers and students to research, collect, analyse and draw conclusions about sources. Students create a drawing and a written (or scribed) recount of an important family event. The assessment will gather evidence of the student’s ability to:
- identify events of significance that are commemorated in their family
- relate a story about their family using a multimedia text
- sequence familiar events.

**HISTORY UNIT 2: TELL ME A STORY ABOUT THE PAST (Term 3)**

In this unit, students:
- understand how they, and the stories of others communicate information about the past
- recognise that sources help to tell stories, remember the past and signify importance
- recognise that families commemorate different and similar events according to their beliefs and what is important to them
- listen to and appreciate family stories, and recognise how the past is communicated
- compare their own family commemorations to those of others
- discuss ways in which specific commemorations are made.

**Collection of work:** Oral description, spoken/storytelling, family history

The purpose of this assessment is for teachers and students to collaborate on a series of tasks related to specific steps in the process of historical inquiry. Students undertake an interview with their teacher describing people in their family and referring to a painting of their family. The assessment will gather evidence of the student’s ability to:
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- identify events of significance that are commemorated in their family
- relate a story about their family using a multimedia text
- sequence familiar events.

**History:** By the end of the Foundation year, students identify similarities and differences between families. They recognise how important family events are commemorated.
### GEOGRAPHY UNIT 1: WHAT IS MY PLACE LIKE? (Term 2)

**Inquiry questions:** What are places like?
- In this unit, students:
  - draw on studies at the personal scale, including places in which students live or other places of similar size that are familiar to them or that they are curious about
  - develop questions about places they belong to
  - understand that a ‘place’ has features and a boundary, that can be represented on maps or globes
  - understand that Aboriginal peoples and Torres Strait Islander peoples use special words for the place they live in and belong to
  - observe the visible elements or features of the ‘place’ they live in and belong to, and record
  - use maps and stories to identify the places students live in and belong to, such as, their home, neighbourhood, or rural area, and record the features of each place
  - represent the location and direction of visible elements or features of their place on a pictorial map and model
  - describe their observations of the features of a familiar place, its location and direction, and the reasons for being there.

**Collection of work/ Multi-modal**
- The purpose of this assessment is to make judgments about student responses to a series of focused tasks related to specific steps in the process of geographical inquiry. Students use geographical methods to represent and describe places. The assessment will gather evidence of the student’s ability to:
  1. describe the features of familiar places
  2. recognize that places can be represented on maps and a globe
  3. represent features of a familiar place on pictorial maps and models
  4. describe their observations of the features of familiar places

### GEOGRAPHY UNIT 2: HOW DO WE CARE FOR SPECIAL PLACES? (Term 4)

**Inquiry questions:** Why makes a place special? How do we look after the places we live in?
- In this unit, students:
  - draw on studies at the personal scale, including places in which students live or other places of similar size that are familiar to them or that they are curious about
  - understand that what makes a ‘place’ special is dependent on how people view the place or use the place
  - pose questions about the meaning places have for people
  - listen to stories about the ways Aboriginal peoples and Torres Strait Islander peoples describe their connection with a ‘place’ or ‘places’, particularly the visible elements or features of a place
  - describe the location of important places using geographical terms such as near and far
  - use sources to identify ways that people care for special places, and record
  - describe special places and the reasons they are special to people
  - reflect on learning to suggest ways they could contribute to the caring of a special place

**Guided research/ Oral**
- The purpose of this technique is to assess students’ abilities to ask geographical questions and proceed through the collection, recording, and sorting of information to draw conclusions and propose action. Students undertake a teacher guided inquiry that aligns with the geographical inquiry and skills strand. The assessment will gather evidence of the student’s ability to:
  1. recognize why some places are special to people by sharing their observations on why places are important
  2. share observations in an oral presentation and use everyday language to describe the direction and location of an important place
  3. reflect on inquiry findings and suggest ways that a familiar place can be cared for

<table>
<thead>
<tr>
<th>Term 1</th>
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<th>Term 5</th>
<th>Term 8</th>
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<tbody>
<tr>
<td>Unit 1</td>
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</table>

**Geographical knowledge and understanding**
- The representation of the location of places and their features on maps and a globe (ACHGK001)
- The places people live in and belong to, their familiar features and why they are important to people (ACHGK002)
- The Countries/Places that Aboriginal and Torres Strait Islander Peoples belong to in the local area and why they are important to them (ACHGK003)
- The reasons why some places are special to people, and how they can be looked after (ACHGK004)

**Concepts for geographical understanding**
- Places are parts of the earth’s surface and can be described by location, shape boundaries, environmental and human characteristics. Places are unique in their characteristics and play a fundamental role in human life. They may be perceived, experienced, understood and valued differently. They range in size from a part of a room to a major world region. For Aboriginal Peoples and Torres Strait Islander Peoples, Country/Place is important for its significance to culture, identity and spirituality (ACHGK005)
- Spaces are defined by the location of environmental and human activities across the earth’s surface to form distributions and patterns. Spaces are perceived, structured, organised and managed and can be designed and redesigned to achieve particular purposes. Space can be explored at different levels or scales (ACHGK006)
- Scale can be described as the different spatial levels used to investigate phenomena or represent phenomena visually (maps, images, graphics), from the personal to the local, regional, national, regions of the world and global levels. Scale is also involved when geographers look for explanations or outcomes at different levels. Scale may be perceived differently by groups and can be used to elevate or diminish the significance of an issue, for example, a local issue or global issue (ACHGK007)

**Active Learning Processes EYCG**
- Children think and enquire by: investigating technology and considering how it affects everyday life
- Links to Maths eg” House that Jack Built”

**Science: Weather Watch**
- Select the most appropriate materials for the clothing for different weather patterns and explain the reason for their choice.

**Science: Our Material World**
- Design and make a wind ornament.

**Science: I Like to Move it Move It**
- Students explore The Arts within the five contexts of learning — focused teaching and learning, play, real life situations, investigations and routines and transitions.

**EYCG Imagining and responding:**
- Children generate, represent and respond to ideas, experiences and possibilities by:
  1. experimenting with materials and processes in a variety of creative, imaginative and innovative ways
  2. discussing and responding to the qualities of their own and others’ representations, experiences and artistic works

**Visual Art:**
- Students explore The Arts within the five contexts of learning — focused teaching and learning, play, real life situations, investigations and routines and transitions.
<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
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<th>Term 4</th>
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<tbody>
<tr>
<td>Prep</td>
<td>28 Jan - 4 April (10 wks)</td>
<td>April 22 – June 27 (10 wks)</td>
<td>July 14 – September 19 (10 wks)</td>
<td>October 7 – December 12 (10 wks)</td>
</tr>
</tbody>
</table>

### Gymnastics/Dance
- Basic movement
- Statics
- Floor Work & Supports
- Jumps, Springs & Landing
- Balancing
- Rolls
- Simple dance movements and formations
- Circuit work using a variety of equipment

### Cross Country
- Course introduction/safety
- Distance Running
- Fitness activities/games

### Athletics
- Basic run technique – sprint and Distance
- Starts
- Long jump/high jump – technique
- Relays – ball change
- Hurdles
- Obstacle Courses
- Throwing – Vortex, Foxtails
- Tabloid activities

### Movement Awareness & Introduction To Perceptual Motor Program
- Spatial Awareness
- Balance and Control
- Jumping and Landing
- Making Body Shapes
- Movement Patterns
- Hopping and Marching, Transferring weight

### Skipping (Introduction)
- Introductory Games
- Short Rope
- Run throughs, Figure of 8’s
- Establish Rhythm
- Jump Bounce
- Side Swings
- Basic Jump

### Manipulating Objects
- Large Ball skills
- Tracking
- Throwing
- Bouncing
- Passing

### Making Healthy Choices:
Children build a sense of wellbeing by making choices about their own and others’ health and safety with increasing independence.

**ongoing through:** YCDI/School Rules/Classroom/P-6 Values Program/Healthy Snack Break

### Personal Learning
Children build a positive sense of self by:
- developing a sense of personal identity as a capable learner
- acting with increasing independence and responsibility towards learning and personal organisation.

**ongoing through:** YCDI/School Rules/Classroom/P-7 Values Program/Classroom Routines

### Social Learning:
Children sustain relationships by:
- acknowledging and negotiating rights, roles and responsibilities in a range of contexts
- cooperating with others in social situations.

**ongoing through:** YCDI/School Rules/Classroom/P-7 Values Program

Children build early understandings about diversity by:
- investigating and communicating positively about the social and cultural practices of people in their community. (History Unit 2)

### Gross Motor:
Children build a sense of wellbeing by using and extending gross-motor skills when integrating movements and using equipment.

### Fine Motor:
Children build a sense of wellbeing by using and extending fine-motor skills when integrating movements and manipulating equipment, tools and objects.

HPE/Perceptual Motor
YEAR OVERVIEW

By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events. Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters. Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images. They make short presentations of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters

<table>
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<tbody>
<tr>
<td>English</td>
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</tr>
<tr>
<td><strong>Language variation and change</strong></td>
<td><strong>Language for interaction</strong></td>
<td><strong>Text structure and organisation</strong></td>
<td><strong>Literature and content</strong></td>
</tr>
<tr>
<td>Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (ACELA1443)</td>
<td>Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1441)</td>
<td>Understand that purposes texts serve shape their structure in predictable ways (ACELA1447)</td>
<td>Discuss how authors create characters using language and images (ACELA1515)</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td><strong>Language for interaction</strong></td>
<td><strong>Text structure and organisation</strong></td>
<td><strong>Literature and context</strong></td>
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<tr>
<td>Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students’ own experiences (ACELA1516)</td>
<td>Engage in conversations and discussions, using active listening behaviours, showing interest and contributing ideas, information and questions (ACELY1656)</td>
<td>Respond to texts drawn from a range of cultures and experiences (ACELY1655)</td>
<td>Engage in conversations and discussions, using active listening behaviours, showing interest and contributing ideas, information and questions (ACELY1656)</td>
</tr>
<tr>
<td><strong>Expressing and developing ideas</strong></td>
<td><strong>Interacting with others</strong></td>
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</tr>
<tr>
<td>Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is involved?’ and the surrounding circumstances (ACELY1451)</td>
<td>Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1458)</td>
<td>Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1458)</td>
<td>Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1458)</td>
</tr>
<tr>
<td><strong>Sound and Letter Knowledge</strong></td>
<td><strong>Sound and Letter Knowledge</strong></td>
<td><strong>Sound and Letter Knowledge</strong></td>
<td><strong>Sound and Letter Knowledge</strong></td>
</tr>
<tr>
<td>Recognise and know how to use digraphs, blends and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words (ACELA1378)</td>
<td>Recognise and use digraphs, blends and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words (ACELA1378)</td>
<td>Recognise and use digraphs, blends and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words (ACELA1378)</td>
<td>Recognise and use digraphs, blends and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words (ACELA1378)</td>
</tr>
</tbody>
</table>

Adapted from a template provided by Earnshaw State College P-6 Curriculum, Assessment and Reporting Plan (Created T22014)
Term 1

**Number and place value** — sequence numbers, investigate the two-digit number sequence, investigate doubles, partition and record the numbers, represent and locate 'teen' numbers, represent and solve simple addition and subtraction problems.

**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, sequence events according to durations, investigate length, compare lengths using direct comparisons, investigate indirect comparison, informally measure lengths using uniform informal units.

**Chance** — ask suitable questions, record data in a list and table, display data (sorting, stacking or by pictorial representation), describe displays.

---

**Term 2**

**Patterns and algebra** — investigate repeating and growing patterns, connect counting sequences to growing patterns, represent the tens number sequence.

**Location and transformation** — explore and identify location, investigate position, direction and movement, interpret directions.

**Number and place value** — represent and record the tens number sequence, represent two-digit numbers, standard partitioning of two-digit numbers, investigate subtraction, represent and solve simple addition and subtraction problems.

**Fractions and decimals** — investigate wholes and halves.

**Using units of measurement** — describe and record time to the hour.

**Money and financial mathematics** — describe, compare, sort and order Australian coins.

---

**Term 3**

**Number and place value** — represent and record the hundreds number sequence, counting collections, represent and record two-digit numbers, identify and describe number relationships, flexibly partition of two-digit numbers, partition numbers in more than two parts, represent, record and solve simple addition and subtraction problems.

**Patterns and algebra** — recall the ones, tens and tens counting sequences, explore number patterns, represent the fives number sequence.

**Using units of measurement** — compare, measure and record lengths and capacity.

**Money and financial mathematics** — recognise, describe, and order Australian coins according to their value.

**Location and transformation** — give and follow directions, investigate position, direction and movement.

---

**Term 4**

**Patterns and algebra** — investigate growing patterns, connect counting sequences to growing patterns, represent addition and subtraction number patterns.

**Fractions and decimals** — halving and doubling collections/quantities.

**Number and place value** — use standard and nonstandard partitioning of two-digit numbers, subtract multiples of ten, represent part unknown.

**Chance** — identify chance events.

**Data representation and interpretation** — gather data and represent data.

---

**Monitoring**

There is no summative assessment of student learning in this unit. Monitor student progress throughout this unit.

---

### Number and Algebra

<table>
<thead>
<tr>
<th>Number and place value</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop confidence with number sequences to and from 100 by ones from any starting point.</td>
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<tr>
<td>Skip count by twos, fives and tens starting from zero.</td>
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<tr>
<td>Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line.</td>
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<tr>
<td>Count collections to 100 by partitioning numbers using place value.</td>
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<tr>
<td>Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts.</td>
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<tr>
<td>Recognise and describe one-half as one of two equal parts of a whole.</td>
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<tr>
<td>Recognise, describe and order Australian coins according to their value.</td>
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<tr>
<td>Investigate and describe number patterns formed by skip counting and partitioning objects (ACMNA018).</td>
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</tbody>
</table>

### Measurement and Geometry

<table>
<thead>
<tr>
<th>Using units of measurement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure and compare the lengths and capacities of pairs of objects using uniform informal units.</td>
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<tr>
<td>Describe using units of measurement, half-hour.</td>
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<tr>
<td>Use appropriate units of measurement.</td>
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<tr>
<td>Recognise and classify familiar two-dimensional shapes and three-dimensional objects.</td>
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<tr>
<td>Give and follow directions to familiar locations.</td>
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<tr>
<td>Identify outcomes of familiar events involving chance and describe them using everyday language such as 'will happen', 'won't happen' or 'might happen'.</td>
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</tbody>
</table>

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Adapted from a template provided by Earnshaw State College P-6 Curriculum, Assessment and Reporting Plan (Created T22014)
By the end of Year 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They identify a range of habitats. They describe changes to things in their local environment and suggest how science helps people care for environments. Students make predictions, and investigate everyday phenomena. They follow instructions to record and sort their observations and share their observations with others.

Term 4 Unit 1: Living adventure
Students make links between external features of living things and the environment where they are found. They explore a range of habitats, and consider the differences between healthy and unhealthy habitats. Students predict how change to habitats can affect how the needs of living things are met. Students make links between external features of living things and the environment where they are found. They explore a range of habitats, and consider the differences between healthy and unhealthy habitats. Students predict how change to habitats can affect how the needs of living things are met.

Term 2 Unit 2: Material madness
Students investigate and describe physical changes that can be made to familiar materials. They modify an existing material for a given purpose and conduct a guided investigation to test their modifications. Students create a storyboard to describe the process and the resultant effects to others.

Presentation – A Better place: Multimodal presentation
Students identify a range of habitats, and examine an unhealthy local habitat to determine changes required to make it ‘a better place’ for living things.

Science understanding
Living things have a variety of external features. Everyday materials can be physically changed in a variety of ways. Observable changes occur in the sky and landscape. Light and sound are produced by a range of sources and can be sensed. People use science in their daily lives, including when caring for their environment and living things.

Day and night landscapes: Multimodal presentation
Students construct and present a representation of the sky and landscape during the day, and an appropriate daytime activity. They identify an observable change that may occur in this landscape at night, and identify an effect of the change on everyday lives.

Term 3 Unit 1: Changes around me
Students will compare and describe the changes that occur in the features of the day sky and landscape with the night sky and landscape. Students ask questions and explore understandings about what they observe. Students organise observations and make inferences to link the observable changes to everyday life and the effect on living things.

Collection of work: Light and sound: Portfolio
Students will investigate sources of light and sound, and changes that may be made to the light /sound produced.

Science as a human endeavour
Science involves asking questions about, and describing changes in, objects and events of science. People use science in their daily lives, including when caring for their environment and living things.

Day and night landscapes: Multimodal presentation
Students construct and present a representation of the sky and landscape during the day, and an appropriate daytime activity. They identify an observable change that may occur in this landscape at night, and identify an effect of the change on everyday lives.

Nature and development of science
Science involves asking questions about, and describing changes in, objects and events of science. People use science in their daily lives, including when caring for their environment and living things.

Information, materials and systems (resources)
Resources are used to make products for particular purposes and contexts. Resources have characteristics that can be matched to design requirements. Simple techniques and tools are used to manipulate and process resources. During this unit students will engage in the design process (investigating, designing, producing, evaluating and reflecting) to create an item for a specific purpose and audience.

Term 1: Living adventure
Students make links between external features of living things and the environment where they are found. They explore a range of habitats, and consider the differences between healthy and unhealthy habitats. Students predict how change to habitats can affect how the needs of living things are met.

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Technology as a human endeavour
Technology is part of our everyday lives and activities. Products include artefacts, systems and environments. Designs for products are influenced by purpose, audience and availability of resources. Technology and its products impact on everyday lives in different ways. During this unit students will engage in the design process (investigating, designing, producing, evaluating and reflecting) to create an item for a specific purpose and audience.

Visual Art involves selecting visual arts elements, concepts, processes (both 2D and 3D) to express ideas, considering different audiences and different purposes, through images and objects. Warm (red, orange, yellow) and cool (blue, green, purple) colour schemes, and mixed and complementary colours, are used to create tone and variation. Line is used to suggest movement and direction. Regular, irregular, open, enclosed, overlapped and adjacent shapes are used to create categories and position. Texture is used to create variation and repetition.

Drama: Portray features of characters
Drama: Portray features of characters

Media: During this unit students will explore a range of posters with a message and consider the audience, purpose, layout, words and still images. Students will create their own poster with an environmental care message.

Dance: Students will create and deliver a short performance to communicate a specific message to an audience.

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During this unit students will explore the elements of line and colour (warm and cool colours) using various mediums. Students will create a 2D piece of art demonstrating their knowledge of warm and cool colours and how line shows movement and emotion.

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<table>
<thead>
<tr>
<th>YEAR</th>
<th>UNIT 1</th>
<th>UNIT 2</th>
<th>UNIT 3</th>
<th>UNIT 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>GYMNASTICS/DANCE</td>
<td>ATHLETICS</td>
<td>MOVEMENT AWARENESS &amp; INTRODUCTION TO PERCEPTUAL MOTOR PROGRAM</td>
<td>SKIPPING (Stage 1)</td>
</tr>
<tr>
<td></td>
<td>• Basic movement</td>
<td>• Basic run technique – sprint and Distance</td>
<td>• Spatial Awareness</td>
<td>• Introductory Games</td>
</tr>
<tr>
<td></td>
<td>• Statics</td>
<td>• Starts</td>
<td>• Balance and Control</td>
<td>• Short Rope</td>
</tr>
<tr>
<td></td>
<td>• Floor Work &amp; Supports</td>
<td>• Long jump/high jump – technique</td>
<td>• Jumping and Landing</td>
<td>• Long Rope</td>
</tr>
<tr>
<td></td>
<td>• Jumps, Springs &amp; Landing</td>
<td>• Relays – ball change</td>
<td>• Making Body Shapes</td>
<td>• Run throughs, Figure of 8’s</td>
</tr>
<tr>
<td></td>
<td>• Balancing</td>
<td>• Hurdles</td>
<td>• Movement Patterns</td>
<td>• Establish Rhythm</td>
</tr>
<tr>
<td></td>
<td>• Rolls</td>
<td>• Obstacle Courses</td>
<td>• Hopping and Marching, Transferring weight</td>
<td>• Jump Bounce</td>
</tr>
<tr>
<td></td>
<td>• Simple dance movements and formations</td>
<td>• Throwing – Vortex, Foxtails</td>
<td>• Road Safety</td>
<td>• Side Swings</td>
</tr>
<tr>
<td></td>
<td>• Circuit work using a variety of equipment</td>
<td>• Tabletop activities</td>
<td></td>
<td>• Basic Jump</td>
</tr>
<tr>
<td>ASSESSMENT CHECKLIST</td>
<td>Look at the students understanding of travelling and balancing and how they apply their knowledge to undertake movements that require combinations of travelling and balancing skills.</td>
<td>Look at the students knowledge and understanding of throwing, catching and striking. The students then apply this knowledge to activities involving these skills.</td>
<td></td>
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</tr>
</tbody>
</table>

By the end of Year 1, students explain how some aspects of daily life have changed over recent time while others have remained the same. They describe personal and family events that have significance.

Students sequence events in order, using everyday terms about the passing of time. They pose questions about the past and examine sources (physical and visual) to suggest answers to these questions. Students relate stories about life in the past, using a range of texts.
By the end of Year 1, students identify and describe the natural, managed and constructed features of places at a local scale and recognise that people describe the features of places differently. They identify where features of places are located and recognise that spaces can be arranged for different purposes. Students identify changes in features and describe how to care for places.

Students respond to questions about familiar and unfamiliar places by collecting, recording and sorting information from sources provided. They represent the location of different places and their features on pictorial maps and present findings in a range of texts and use everyday language to describe direction and location. They reflect on their learning to suggest ways that places can be cared for.

**UNIT 1 – HOW DO PEOPLE USE PLACES? (TERM 2)**

**Inquiry question/s:**
How can spaces with in a place be rearranged to suit different purposes?

In this unit, students:
- draw on studies at the personal scale, including familiar places, for example, the school, local park and local shops
- understand that the features of places can be natural, for example a beach, managed, for example a farm, or constructed, for example a building
- develop questions about places
- collect and record geographical data and information to identify and describe the natural, constructed and managed features of places
- collect and record geographical data and information to identify examples of how the features of places are used or described by people differently
- observe spaces within the school that are arranged for different activities or purposes
- represent and label spaces within a place on a pictorial map and describe using the language of direction and location
- respond to questions about the organisation of spaces within a place, including why spaces within a place are used for particular purposes

**Collection of work – Multi-modal**
The purpose of this assessment is to make judgments about student responses to a series of focused tasks related to specific steps in the process of geographical inquiry.

Students use geographical methods to represent and communicate the location of places. The assessment will gather evidence of the student’s ability to:
- identify and describe the natural, managed and constructed features of places at a local scale
- recognise that people describe the features of places differently
- identify where features of places are located and recognise that spaces can be arranged for different purposes
- represent the location of different places and their features on a pictorial map
- use everyday language to describe direction and location.

**UNIT 2 – WHAT ARE PLACES LIKE? (TERM 4)**

**Inquiry questions:**
What are the different features of places?
How can we care for places?

In this unit, students:
- draw on studies at the personal scale, including familiar places for example, the school, local park and local shops
- understand that weather and climate affect the visible elements or features of a place nearby or far away
- ask questions using the stems of ‘what’, ‘how’ and ‘why’ to find out about the weather
- observe the daily and seasonal weather (rainfall, temperatures, sunshine and wind) of a place nearby and far away
- collect and record geographical data and information, such as, observations and the stories of Aboriginal peoples and Torres Strait Island peoples, to describe the weather and seasons of a place nearby or far away
- reflect on learning to respond to questions about how features of places can be cared for

**Guided research Oral**
The purpose of this technique is to assess students’ abilities to ask geographical questions and proceed through the collection, recording, and sorting of information to draw conclusions and propose action. Students undertake a teacher guided inquiry that aligns with the geographical inquiry and skills strand. The assessment will gather evidence of the student’s ability to:
- identify changes in features of places
- describe how to care for places
- respond to questions about familiar and unfamiliar places by collecting, recording and sorting information from sources provided
- present findings in an oral presentation using everyday language to describe direction and location
- reflect on their learning to suggest ways that places can be cared for.
## Geographical Knowledge and Understanding

### Concepts for geographical understanding

<table>
<thead>
<tr>
<th>Concept</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Place</strong></td>
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<tr>
<td>Places are parts of the earth’s surface and can be described by location, shape boundaries, environmental and human characteristics. Places are unique in their characteristics and play a fundamental role in human life. They may be perceived, experienced, understood and valued differently. They range in size from a part of a room to a major world region. For Aboriginal Peoples and Torres Strait Islander Peoples, Country/Place is important for its significance to culture, identity and spirituality.</td>
<td>✓</td>
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<tr>
<td><strong>Space</strong></td>
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<tr>
<td>Spaces are defined by the location of environmental and human activities across the earth’s surface to form distributions and patterns. Spaces are perceived, structured, organised and managed and can be designed and redesigned to achieve particular purposes. Space can be explored at different levels or scales. In P-2, children’s spatial thinking starts by learning about direction and distance and how familiar things such as the classroom or school grounds are organised for different purposes.</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td><strong>Environment</strong></td>
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<tr>
<td>Environment is the living and non-living elements of the earth’s surface and atmosphere and may be referred to as natural, managed or constructed. It includes human changes to the earth’s surface, for example, planted forests, croplands, buildings and roads. In P-2, children explore familiar and unfamiliar environments and recognise how places vary in terms of their natural features.</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td><strong>Scale</strong></td>
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<tr>
<td>Scale can be described at the different spatial levels used to investigate phenomena or represent phenomena visually (maps, images, graphs), from the personal to the local, regional, national, regions of the world and global levels. Scale is also involved when geographers look for explanations or outcomes at different levels. Scale may be perceived differently by groups and can be used to elevate or diminish the significance of an issue, for example, a local issue or global issue. In P-2, children study place on a local scale and as they explore more distant places they learn about the hierarchy of scale from smaller settlements to larger cities.</td>
<td>✓</td>
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</table>

### Geographical Inquiry and Skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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</thead>
<tbody>
<tr>
<td><strong>Observing, questioning and planning</strong></td>
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<tr>
<td>Pose questions about familiar and unfamiliar places (ACHGS007)</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td><strong>Collecting, recording, evaluating and representing</strong></td>
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<tr>
<td>Collect and record geographical data and information, for example, by observing, by interviewing, or from sources such as photographs, plans, satellite images, story books and films (ACHGS008)</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td><strong>Interpreting, analysing and concluding</strong></td>
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<tr>
<td>Draw conclusions based on the interpretation of geographical information sorted into categories (ACHGS010)</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td><strong>Communicating</strong></td>
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<tr>
<td>Present findings in a range of communication forms, for example, written, oral, digital and visual, and describe the direction and location of places, using terms such as north, south, opposite, near, far (ACHGS011)</td>
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<tr>
<td><strong>Reflecting and responding</strong></td>
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<tr>
<td>Reflect on their learning and suggest responses to their findings (ACHGS012)</td>
<td>✓</td>
<td>✓</td>
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</tbody>
</table>
Adapted from a template provided by Earnshaw State College P-6 Curriculum, Assessment and Reporting Plan (Created T22014)
By the end of Year 2, students recognise increasing and decreasing number sequences involving 2s, 3s and 5s. They represent multiplication and division by grouping into sets. They associate collections of Australian coins with their value. Students identify the missing element in a number sequence. Students recognise the features of three-dimensional objects. They interpret simple maps of familiar locations. They explain the effects of one-step transformations. Students make sense of collected information. Students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. They divide collections and shapes into halves, quarters and eighths. They order shapes and objects using informal units. They tell time to the quarter hour and use a calendar to identify the date and the months included in seasons. They draw two-dimensional shapes. They describe outcomes for everyday events. Students collect data from relevant questions to create lists, tables and picture graphs.

**Number and place value:** recall the ones counting sequence, investigate the 2s, 5s and 10s number sequences, represent two-digit numbers, show standard and non-standard place value partitioning, represent addition and subtraction, use part-part-whole reasoning to solve problems, add and subtract two-digit numbers (without bridging). Using units of measurement: order days of the week and months of the year, use calendars to record and plan significant events, count seasons to the months of the year, compare lengths using direct comparison, compare lengths using indirect comparison, measure lengths using informal units.

**Number and place value:** recall 2-digit numbers, partition 2-digit numbers, round numbers to the nearest ten, add strings of single-digit numbers, add and subtract 2-digit numbers, represent multiplication and division, solve simple multiplication and division problems. **Data representation and interpretation:** collect simple data e.g. sort and count, observe events, ask questions, record data in lists and tables, display data in a picture graph, describe outcomes of data investigations.

**Chance:** identify every day events that involve chance, describe chance outcomes, describe events as likely, unlikely, certain, impossible.

**Shape:** recognise and name familiar 2-D shapes, describe the features of 3D shapes, understand the features of familiar 3D objects.

**Number and place value:** recall 2-digit numbers, partition 2-digit numbers, round and write 2-digit numbers, partition 2-digit numbers into place value parts, partition smaller numbers, consolidate familiar counting sequences, and explore the 3s counting sequence.

**Patterns and algebra:** infer pattern rules from familiar number patterns, identify missing elements in counting patterns, and solve simple number pattern problems.

**Fractions and decimals:** describe fractions as equal portions or shares, express eighths of shapes and collections, describe the connection between halves, fourths and eighths, and solve simple number problems involving halves, fourths and eighths. **Location & transformation:** interpret simple maps of familiar locations, describe "bird's eye view," use appropriate language to describe locations and give directions, use simple maps to identify locations of interest.

There is no summative assessment of student learning in this unit. Monitor student progress throughout this unit.

**Adding and subtracting numbers:** short answer questions. Students will collect, represent and describe simple, single-variant data.

**Adding and subtracting numbers:** short answer questions. Students solve simple addition and subtraction problems. Compare them! Order them! short answer questions. Students will compare, measure and order several shapes and objects using uniform informal units.

**Secret number:** short answer questions. Students represent and reason about 3-digit numbers.

**Solving addition and subtraction problems:** short answer questions. Students solve simple addition and subtraction number and word problems using a range of strategies.

**Fractions and decimals:** identify halves, quarter and eighths of shapes and collections.

**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.

**Location and transformation:** identify half and quarter turns, represent flips and slides.

**Number and place value:** recall 3-digit numbers, compare and order 3-digit numbers, partition 3-digit numbers, read and write 3-digit numbers, recall addition number facts, identify related addition and subtraction number facts, add and subtract with 2-digit numbers.

**Fractions:** divide shapes and collections into halves, quarters and eighths, solve simple fraction problems.

**Using units of measurement:** use a calendar, identify the number of days in each month, relate months to seasons, tell time to the quarter hour, cover surfaces to represent area, compare area of shapes and surfaces, measure area with informal units.

**Using units of measurement:** identify purposes for calendars, explore seasons and calendars of indigenous people.

**Shape:** draw two-dimensional shapes, describe three-dimensional objects.

**Problem-solving:** select strategies and apply them appropriately to solve a range of problems.

**Patterns and algebra:** describe part-part-whole relationships, solve addition and subtraction problems, add and subtract 2-digit numbers, represent multiplication, represent division, solve simple grouping and sharing problems.

**Money and financial mathematics:** use a calendar, identify the number of days and from 1000, represent 3-digit numbers, compare and order 3-digit numbers, partition 3-digit numbers, read and write 3-digit numbers, recall addition number facts, identify related addition and subtraction number facts, add and subtract with 2-digit numbers, count large collections.

**Money and financial mathematics:** count collections of coins and notes, make money amounts, compare money amounts.

**Shape:** identify and describe polygons, identify and describe 2D shapes with curved sides, draw 3D shapes, describe the features of 3-dimensional objects, identify 3-dimensional objects in the environment.

**Using units of measurement:** interpret simple maps of familiar locations, describe "bird's eye view," use appropriate language to describe locations and give directions, use simple maps to identify locations of interest.

**Data representation and interpretation:** identify questions of interest based on one categorical variable, gather data relevant to a question, organise and represent data, interpret data displays.

**Chance:** explore the language of chance, make predictions based on data displays.

**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.
<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Term 1</th>
<th>Unit 2</th>
<th>Term 2</th>
<th>Unit 3</th>
<th>Term 3</th>
<th>Unit 4</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number and place value</strong></td>
<td>Investigate number sequences, initially those increasing and decreasing by twos, threes, fives, and ten from any starting point, then moving to other sequences (ACMNA026)</td>
<td></td>
<td></td>
<td>Using units of measurement</td>
<td>Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units (ACMMG037)</td>
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<td></td>
<td>Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting (ACMNA028)</td>
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<td>Compare masses of objects using balance scales (ACMMG038)</td>
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<td></td>
<td>Explore the connection between addition and subtraction (ACMNA029)</td>
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<td>Tell time to the quarter-hour, using the language of 'past' and 'to' (ACMMG039)</td>
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<tr>
<td></td>
<td>Solve simple addition and subtraction problems using a range of efficient mental and written strategies (ACMNA030)</td>
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<td>Name and order months and seasons (ACMMG040)</td>
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<td></td>
<td>Recognise, model, represent and order numbers to at least 1000 (ACMNA031)</td>
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<td>Use a calendar to identify the date and determine the number of days in each month (ACMMG041)</td>
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<td>Recognise and represent division as grouping into equal sets and solve simple problems using these representations (ACMNA032)</td>
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<tr>
<td>Fractions and decimals</td>
<td>Recognise and interpret common uses of halves, quarters and eighths of shapes and collections (ACMNA033)</td>
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<tr>
<td>Money and financial mathematics</td>
<td>Count and order small collections of Australian coins and notes according to their value (ACMNA034)</td>
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<tr>
<td>Patterns and algebra</td>
<td>Describe patterns with numbers and identify missing elements (ACMNA035)</td>
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<td></td>
<td>Solve problems by using number sentences for addition or subtraction (ACMNA036)</td>
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<td><strong>Measurement and Geometry</strong></td>
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<td><strong>Number and place value</strong></td>
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<td><strong>Money and financial mathematics</strong></td>
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</table>

By the end of Year 2, students describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people’s daily lives. Students pose questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They follow instructions to record and represent their observations and communicate their ideas to others.

**UNIT 1: MIX, MAKE AND USE**
Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students choose materials to make an object which has a purpose in everyday life.

**UNIT 2: TOY FACTORY**
Students investigate and explain how pushes and pulls cause movement in objects used in their daily lives. They pose questions, make predictions and describe the effect on movement caused by changes to an object, or to the push or pull exerted on the object. Students use informal measurements to make and compare observations about movement. They then apply this science knowledge to explain the pushes and pulls involved in moving a toy or object they create.

**UNIT 3: GOOD TO GROW**
Students examine how living things grow. They investigate and compare the life stages of different living things, including similarities and differences between parents and their offspring. They describe the characteristics and needs of living things in each life stage, and consider the relevance of this knowledge to their everyday lives, including when caring for living things in the environment.

**UNIT 4: SAVE PLANET EARTH**
Students investigate Earth’s resources, describing changes to and reflecting on how Earth’s resources are used and the importance of conserving resources for the future of all living things. 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 an oral presentation. Students will learn how Aboriginal peoples and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.

**Investigation and scientific report — Combining materials for a purpose:**
Students investigate the combination of materials used to make an object for a particular purpose.

**Science understanding**

<table>
<thead>
<tr>
<th>Science inquiry skills</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
<th>T4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science inquiry skills</strong></td>
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<tr>
<td>Questioning and predicting</td>
<td>Respond to and pose questions, and make predictions about familiar objects and events (ACSSU031)</td>
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<tr>
<td>Planning and conducting</td>
<td>Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources (ACSSU032)</td>
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<tr>
<td>Use informal measurements in the collection and recording of observations, with the assistance of digital technologies as appropriate (ACSSU033)</td>
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<tr>
<td>Processing and analysing data and information</td>
<td>Use a range of methods to sort information, including drawings and provided tables (ACSSU034)</td>
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<td>Through discussion, compare observations with predictions (ACSSU035)</td>
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<tr>
<td>Evaluating</td>
<td>Compare observations with those of others (ACSSU036)</td>
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<tr>
<td>Communicating</td>
<td>Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play (ACSSU037)</td>
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</tbody>
</table>

Adapted from a template provided by Earnshaw State College P-6 Curriculum, Assessment and Reporting Plan (Created T2014)
By the end of Year 3

Technology is part of our everyday lives and activities.

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

Assessment:
Students designed a lunchbox that would be waterproof and strong enough to carry an orange and sandwich.

Visual Art involves selecting visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering different audiences and different purposes, through images and objects.

- Warm (red, orange, yellow) and cool (blue, green, purple) colour schemes, and mixed and complementary colours, are used to create tone and variation.
- Line is used to suggest movement and direction.
- Still and moving images, sounds and words are used in media texts.
- Fast and slow movements are used to change timing in movement phrases.
- Texture is used to create variation and repetition.

Drama involves using dramatic elements and conventions to express ideas, considering particular audiences and particular purposes, through dramatic action based on real or imagined events.

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

Media involves constructing meaning by using media languages and technologies to express representations, considering particular audiences and particular purposes.

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

Visual Art: Students create an art work selecting and combining art elements, techniques, skills and processes. They need to demonstrate knowledge and understanding of line to suggest movement, direction and texture to create variation and repetition.

Drama: Perform a short story drama in pairs, based on your favourite place at your home.

Media: A procedural poster "How to be kind to your Grandma". This stems from the text "George’s Marvellous Medicine". Linked to English

Dance: Students will create and deliver a short performance to communicate a specific message to an audience.

Health is multidimensional and influenced by everyday actions and environments.

- Personal identity, self-management and relationships develop through interactions in family and social contexts and shape personal development.
  - Identity is shaped by personal characteristics and experiences.
  - Establishing and maintaining relationships involves effective communication, being considerate of others and respecting differences.
  - Everyday experiences and relationships give rise to different emotions in self and others.

ONGOING through School Values/YCDI/School Rules/Classroom Rules and Routines/P-7 Values Program/Classroom Routines
<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Term 1</th>
<th>Unit 2</th>
<th>Term 2</th>
<th>Unit 3</th>
<th>Term 3</th>
<th>Unit 4</th>
<th>Term 4</th>
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</thead>
<tbody>
<tr>
<td>YEAR</td>
<td>TERM 1</td>
<td>TERM 2</td>
<td>TERM 3</td>
<td>TERM 4</td>
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<td>LEVEL 2 MOTOR SKILLS/PMHP</td>
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<tr>
<td>• Basic run technique – sprint and Distance</td>
<td>ATHLETICS</td>
<td>• Basic run technique – sprint and Distance</td>
<td>LARGE BALL SKILLS</td>
<td>• Catching</td>
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<tr>
<td>• Bilateral Coordination</td>
<td>• Starts</td>
<td>• Throwing</td>
<td>• Distance</td>
<td>• Stance and Grip</td>
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<tr>
<td>• Cross lateral Coordination</td>
<td>• Long jump/high jump – technique</td>
<td>• Bouncing</td>
<td>• Balance</td>
<td>• Strokes - Forehand</td>
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<tr>
<td>• Spatial Awareness</td>
<td>• Relays – ball change</td>
<td>• Dribbling</td>
<td>• Shooting</td>
<td>• Skills in isolation</td>
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<tr>
<td>• Balance</td>
<td>• Hurdles</td>
<td>• Passing</td>
<td>• Modified Games</td>
<td>• Modified Games</td>
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<tr>
<td>• Movement Skills</td>
<td>• Obstacle Courses</td>
<td>• Jumping/Landing</td>
<td>• JUMP ROPE FOR HEART SKIPPING PROGRAM (Stage 2)</td>
<td>•Hurdles</td>
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<tr>
<td>• Jumping/Landing</td>
<td>• Throwing – Vortex, Fostalls</td>
<td>• Parachute</td>
<td>• Introductory Games</td>
<td>• Balance</td>
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<tr>
<td>• Parachute</td>
<td>• Run the Guantlet</td>
<td>• Bean Bag Activities</td>
<td>• Short Rope</td>
<td>• Movement Skills</td>
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<td></td>
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<tr>
<td>• Bean Bag Activities</td>
<td>• Rob the Nest</td>
<td>• Hoops</td>
<td>• Long rope</td>
<td>• Balancing Activities</td>
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<tr>
<td>• Hoops</td>
<td>• Egg and Spoon Races</td>
<td>• Course Familiarisation</td>
<td>• Run throughs figure 8’s</td>
<td>• Tabloid activities</td>
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<tr>
<td>• Course Safety</td>
<td>• Sack Races</td>
<td>• Course Safety</td>
<td>• Establish Rhythm</td>
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<tr>
<td>• Distance Running</td>
<td>• Running Bases</td>
<td>• Distance Running</td>
<td>• Jump bounce</td>
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<tr>
<td>• Run event by competitive and social distances</td>
<td>• Tabloid activities</td>
<td>• Tabloid activities</td>
<td>• Side Swings</td>
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</table>

**HEALTH - Sun Safety**

Assessment: Checklist

Observation of demonstrated skills throughout a range of activities.

Students investigate how sun exposure affects the human body and create a picture of a person being sun smart.

By the end of Year 2, students analyse aspects of daily life to identify how some have changed over recent time while others have remained the same. They describe a person, site or event of significance in the local community.

Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.

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**UNIT 1 – EXPLORING THE IMPACT OF CHANGING TECHNOLOGY ON PEOPLE’S LIVES (TERM 1)**

**Inquiry questions:**
- How have changes in technology shaped our daily life?
- What aspects of the past can you see today? What do they tell us?
- What remains of the past are important to the local community? Why?
- How have changes in technology shaped our daily life?

**In this unit, students:**
- appreciate that history involves the study of the remains of the past
- investigate continuity and change in technology used in the home, for example, toys or household products
- ask questions of older generations about the impact of changing technology on their lives
- investigate key developments in the use of a particular technology in daily life over time
- compare and contrast sources depicting use of technology in daily life now and in the past
- describe ways technology has impacted on peoples’ lives making them different from those of previous generations.

**Collection of work - Annotated timeline and description (written or digital)**

The purpose of this technique is to assess students’ abilities to research, collect and draw conclusions about sources. Students follow an inquiry approach that aligns with the historical skills strand and communicate their findings, using non-written text types specific to the study of history.

**Students:**
- identify a form of technology that has changed over time
- pose questions about continuity and change in use of this form of technology in daily life
- examine provided sources to identify the impact on daily life of changes to this form of technology
- pose questions about continuity and change in use of this form of technology in daily life
- compose annotations describing change or continuity in the form of technology used in daily life over time.

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**UNIT 2 – EXPLORING MY LOCAL COMMUNITY (TERM 3)**

**Inquiry questions:**
- What aspects of the past can you see today? What do they tell us?
- What remains of the past are important to the local community? Why?
- What remains of the past are important to the local community? Why?

**In this unit, students:**
- appreciate that history involves the study of the remains of the past
- examine the remains of the past in the local area through a focus on an historical site and/or a significant person
- ask questions of a historical site and/or person to appreciate its value or contribution to the community or significance to Aboriginal people and Torres Strait Islander peoples
- sequence key events related to the person or site over time
- discuss why a historical site and/or person has heritage value or is significant
- present a report on a person and/or site of significance to the local community.

**Research - Oral report**

The purpose of this technique is to assess students’ abilities to research, collect and draw conclusions about sources. Students follow an inquiry approach that aligns with the historical skills strand and communicate their findings, using non-written text types specific to the study of history.

The assessment will gather evidence of the student’s ability to:
- identify a person or site of significance in the local community
- pose questions about the significance of the person or site to the community
- use provided sources to answer questions
- sequence key events related to the person or site
- develop and present an oral narrative, referring to a range of texts to support the narrative.
## The Past in the Present

<table>
<thead>
<tr>
<th>Historical Knowledge</th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHHK044)</td>
<td>✓</td>
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<tr>
<td>The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045)</td>
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<td>✓</td>
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<tr>
<td>The impact of changing technology on people’s lives (at home and in the ways they worked, travelled, communicated, and played in the past) (ACHHK046)</td>
<td>✓</td>
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</table>

## Historical Understandings: The key concepts of historical understanding are:

<table>
<thead>
<tr>
<th>Continuity and change</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>Continuities are aspects of the past that have remained the same over certain periods of time. Changes are events or developments from the past that represent modifications, alterations and transformations.</td>
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</table>

## Chronology, terms and concepts

<table>
<thead>
<tr>
<th>Historical questions and research</th>
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<th>2</th>
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</thead>
<tbody>
<tr>
<td>Sequence familiar objects and events (ACHHS047)</td>
<td>✓</td>
<td>✓</td>
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</tbody>
</table>

## Analysis and use of sources

<table>
<thead>
<tr>
<th>Perspectives and interpretations</th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Pose questions about the past using sources provided (ACHHS049)</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

## Explanation and communication

<table>
<thead>
<tr>
<th>Explorations and interpretations</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore a range of sources about the past. (ACHHS050)</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

## Cause and effect

<table>
<thead>
<tr>
<th>Cause and effect</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The relationship between a factor or set of factors (cause/s) and consequence/s (effect/s). These form sequences of events and developments over time.</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

## Empathy

<table>
<thead>
<tr>
<th>Empathy</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>An understanding of the past from the point of view of the participant/s, including an appreciation of the circumstances faced, and the motivations, values and attitudes behind actions.</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

## Significance

<table>
<thead>
<tr>
<th>Significance</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The importance that is assigned to particular aspects of the past, such as events, developments, movements and historical sites, and includes an examination of the principles behind the selection of what should be investigated and remembered.</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

By the end of Year 2, students identify the features that define places and recognise that places can be described at different scales. They describe how people in different places are connected to each other and identify factors that influence these connections. Students identify the influence of location and distance on people’s connections to places and recognise that the world can be divided into major geographical divisions. They explain why places are important to people.

**History: The Past in the Present**

**What are people connected to?**

**Students pose questions about familiar and unfamiliar places and collect information to answer these questions.** They represent data and the location of places and their features in tables, plans and labelled maps. They interpret geographical information to draw conclusions. Students present findings in a range of texts and use simple geographical terms to describe the direction and location of places. They suggest action in response to the findings of their inquiry.

**UNIT 1 – WHAT IS THE STORY OF MY PLACE? (TERM 2)**

**Inquiry question:**

What is a place?

In this unit, students:

- draw on representations of the world as geographical divisions, and the location of Australia
- understand 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
- pose questions about places
- use a globe or a maps to identify examples of places that are defined at different levels or scales, such as, personal scale (neighbourhood), local scale (town, rural area or city), regional scale, national scale, or region of the world scale
- use a globe, map or other geographical tool to locate and name the continents, oceans, Equator, and North and South poles
- collect and record geographical data and information, such as, observations, interviews, storybooks and photographs to identify examples of how places are defined by different groups and how they change over time
- represent connections between places by constructing a map and using symbols
- describe the location and direction of a place
- draw on studies local places within Australia and other places throughout the world
- understand that a place is connected to other places, and people are connected to their place and places throughout the world
- understand connection between places throughout the world are affected by distance and accessibility
- pose questions about the connections between places using the stems of ‘what do I feel’, ‘what would it be like to’ or ‘what effect’
- collect and record geographical data and information, for example, a survey, to identify the ways and frequency of people’s connections to other places in Australia, the countries of Asia, and across the world, and record
- collect and record geographical data and information, such as, the stories of Aboriginal peoples and Torres Strait Islander peoples, to identify reasons for people’s connection to other places and its maintenance, for example, through birth, residence, heritage, and chosen or forced movement
- compare the influence of purpose, distance and accessibility on connections between people and places over time
- respond with ideas on how connections with a place often enable higher levels of care for a place

**Collection of work (Multi-modal)**

The purpose of this assessment is to make judgments about student responses to a series of focused tasks related to specific steps in the process of geographical inquiry. Students use geographical methods to represent and communicate the location and features of places.

The assessment will gather evidence of the student’s ability to:

- identify the features that define places
- recognise that places can be described at different scales
- recognise that the world can be divided into major geographical division
- represent data and the location of places and their features in tables, plans and on labelled maps
- interpret geographical information to draw conclusions
- describe the location and direction of a place

**UNIT 2 – HOW ARE PEOPLE AND PLACES CONNECTED? (TERM 4)**

**Inquiry question:**

How are people connected to their place and other places?

What factors affect my connection to places?

In this unit, students:

- draw on studies local places within Australia and other places throughout the world
- understand that a place is connected to other places, and people are connected to their place and places throughout the world
- understand connection between places throughout the world are affected by distance and accessibility
- pose questions about the connections between places using the stems of ‘what do I feel’, ‘what would it be like to’ or ‘what effect’
- collect and record geographical data and information, for example, a survey, to identify the ways and frequency of people’s connections to other places in Australia, the countries of Asia, and across the world, and record
- collect and record geographical data and information, such as, the stories of Aboriginal peoples and Torres Strait Islander peoples, to identify reasons for people’s connection to other places and its maintenance, for example, through birth, residence, heritage, and chosen or forced movement
- compare the influence of purpose, distance and accessibility on connections between people and places over time
- respond with ideas on how connections with a place often enable higher levels of care for a place

**Guided research (Multimodal or oral)**

The purpose of this technique is to assess students’ abilities to ask geographical questions and proceed through the collection, recording, and sorting of information to draw conclusions and propose action.

Students undertake a teacher guided inquiry that aligns with the geographical inquiry and skills strand.

The assessment will gather evidence of the student’s ability to:

- describe how people in different places are connected to each other and identify factors that influence these connections
- explain why places are important to people
- pose questions about familiar and unfamiliar places and collect information to answer these questions
- present findings in a range of texts and use simple geographical terms
- suggest action in response to the findings of their inquiry.
## Geographical Knowledge and Understanding

### People are connected to many places

- The location of the major geographical divisions of the world in relation to Australia (ACHGK009)
- The definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales (ACHGK010)
- The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHGK011)
- The connections of people in Australia to other places in Australia, the countries of the Asia region, and across the world (ACHGK012)
- The influence of purpose, distance and accessibility on the frequency with which people visit places (ACHGK013)

### Geographical Inquiry and Skills

- Observing, questioning and planning: Pose geographical questions about familiar and unfamiliar places (ACHGS013)
- Collecting, recording, evaluating and representing: Collect and record geographical data and information, for example, by observing, by interviewing, or from sources such as, photographs, plans, satellite images, story books and films (ACHGS014)
- Interpreting, analysing and concluding: Represent data and the location of places and their features by constructing tables, plans and labelled maps (ACHGS015)
- Communicating: Draw conclusions based on the interpretation of geographical information sorted into categories (ACHGS016)
- Reflecting and responding: Present findings in a range of communication forms, for example, written, oral, digital and visual and describe the direction and location of places, using terms such as north, south, opposite, near, far (ACHGS017)

## Concepts for Geographical Understanding

### Place

- Places are parts of the earth's surface and can be described by location, shape boundaries, environmental and human characteristics. Places are unique in their characteristics and play a fundamental role in human life. They may be perceived, experienced, understood and valued differently. They range in size from a part of a room to a major world region. For Aboriginal Peoples and Torres Strait Islander Peoples, Country/Place is important for its significance to culture, identity and spirituality.

### Space

- Spaces are defined by the location of environmental and human activities across the earth's surface to form distributions and patterns. Spaces are perceived, structured, organised and managed and can be designed and redesigned to achieve particular purposes. Space can be explored at different levels or scales.

### Environment

- Environment is the living and non-living elements of the earth's surface and atmosphere and may be referred to as natural, managed or constructed. It includes human changes to the earth's surface, for example, planted forests, cropslands, buildings and roads.

### Inter-connection

- Interconnection is the way that people and/or geographical phenomena are connected to each other through environmental processes and human activity. Interconnections can be simple, complex, reciprocal or interdependent and have strong influence on the characteristics of places. An understanding of the concept of interconnection leads to holistic thinking. This helps students to understand Aboriginal Peoples and Torres Strait Islander Peoples' holistic connection to Country and Place and the knowledge and practices that developed as a result of this connection.

### Scale

- Scale can be described as the different spatial levels used to investigate phenomena or represent phenomena visually (maps, images, graphs), from the personal to the local, regional, national, regions of the world and global levels. Scale is also involved when geographers look for explanations or outcomes at different levels. Scale may be perceived differently by groups and can be used to elevate or diminish the significance of an issue, for example, a local issue or global issue.
Language

Language for interaction
Examine that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1478)

Text structure and organisation
Understand different types of texts, vary in use of language choices, depending on their purpose and context for example, texts vary in visual, print and audio elements (ACELA1479)

Expressing and developing ideas
Understand that writers represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through texts (ACELA1482)

Literature
Understand that texts represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through texts (ACELA1483)

Examining literature
Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the author’s reasons (ACEL1594)

Term 3

Term 3

Term 3

Term 3

Examining texts
Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACEL1595)

Develop criteria for establishing personal preferences for literature (ACEL1596)

Examining literature
Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACEL1595)

Interpreting, evaluating, analysing
Identify the audience and purpose of imaginative, informative and persuasive texts (ACEL1597)

Literacy
Understand that reading involves understanding the relationships between the sounds in a text, and that these relationships are represented in the spelling and pronunciation of words (ACELA1484)

Identify the effect on audience of techniques, for example shot size, vertical camera angle and layout in active books, advertisements and film segments (ACELA1485)

Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1486)

Identify how to use sound-letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example "torn" (ACELA1487)

Recognise high frequency words (ACELA1488)

4 U, U5 U5 U5 U5

Identify and explain author’s use of language and comprehend literal and implied meaning in a text excerpt. (ACEL1477)

Read texts to interpret the meaning about a literary text. (ACEL1478)

Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of (context), text structures and language features (ACEL1560)

Identify the features of online texts that enhance navigation and selecting print, and multimodal elements appropriate to the text and context of use (ACELA1676)

Plan and deliver short presentations, providing some key details in their turn and self-correcting (ACELT1600)

Reading, responding to and writing people’s stories
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 language features used to suit context, purpose and audience. They create a multimedia imaginative text.

Engaging with poetry
Students listen to, read, view and adapt poems featuring an Australian setting. They analyse texts by exploring the context, purpose and audience and how language and language features and devices can be adapted to create new meaning. They write and present a poem.

There is no summative assessment of student learning in this unit. Monitor student progress and throughout this unit.

Interpret texts in context
Interpreting, evaluating
Identify the audience and purpose of imaginative, informative and persuasive texts (ACEL1597)

Analyse texts in context
Interpreting, evaluating
Identify the audience and purpose of imaginative, informative and persuasive texts (ACEL1597)

Reading Comprehension
Short answer question:
Creating a multimodal text
Poster/multimodal presentation
Students create a multimodal text about overcoming a fear using images and language features. (ACEL1679)

Creating texts
Plan, draft and publish imaginative, informative and persuasive texts, demonstrating increasing control over text structure and language features, and selecting print and multimodal elements appropriate to the audience and purpose (ACEL1582)

Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACEL1583)

Use software including word processing programs with growing speed and efficiency to construct and edit text featuring visual, print and audio elements (ACELA1584)

YEAR 3 OVERVIEW

By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others’ views and respond appropriately. Students understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop in different text structures, events, information, ideas, and characters. Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of planning and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use sound of words and high frequency words to spell words accurately, checking their work for meaning. They use joined words that are accurately formed and consistent in size.

There is no summative assessment of student learning in this unit. Monitor student progress and throughout this unit.

Understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others’ views and respond appropriately. Students understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop in different text structures, events, information, ideas, and characters. Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of planning and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use sound of words and high frequency words to spell words accurately, checking their work for meaning. They use joined words that are accurately formed and consistent in size.

There is no summative assessment of student learning in this unit. Monitor student progress and throughout this unit.

Examine the point of view of a story, that the viewpoint of the narrator is an event. Students use comprehension strategies to build literal and inferred meaning about a literary text. Students write a letter to persuade the school principal that an event should be celebrated at school.

There is no summative assessment of student learning in this unit. Monitor student progress and throughout this unit.

Create and present a dialogue between two characters from a story, where one character is telling another character how to do something. (ACELA1570)

Write a persuasive letter
Written
Students write a persuasive letter to their school principal requesting that the coming of age is an annual event in the school calendar.

Dialogue presentation
Oral
Students create and present a dialogue between two characters that enhance navigation and selecting print, and multimodal elements appropriate to the text and context of use (ACELA1676)

Creating literature
Create imaginative texts, based on characters, settings and events from students own and other cultures using text features, for example perspective, distance and angle (ACEL1650)

Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, music, mood, sound effects and dialogue (ACEL1581)

There is no summative assessment of student learning in this unit. Monitor student progress and throughout this unit.

Exploring experiences
Students listen to, read and view imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual language features used to suit context, purpose and audience. They create a multimedia imaginative text.

Examining imaginative texts
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 language features used to suit context, purpose and audience. They create a multimedia imaginative text.

Examining texts from different perspectives
Students listen to, read, view and compare a range of stories, with a focus on different versions of the same story. They comprehend stories and create spoken retells of stories from alternative perspectives.

Examining stories from different perspectives
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 language features used to suit context, purpose and audience. They create a multimedia imaginative text.

There is no summative assessment of student learning in this unit. Monitor student progress and throughout this unit.

Term 1

Term 2

Term 3

Term 4

 Analysing and creating a persuasive text
 Students read, view and analyse persuasive texts. In a monitoring task students will write a series of short, written persuasive texts.

 Investigating characters
 Students listen, view and read short narratives, simple chapter books or digital stories to explore use of language in the construction of character. Students read an extract from a novel and build literal and inferred meaning from the text. They express a point of view about the thoughts, feelings and actions of the main characters in a novel.

 Exploring personal experiences through events
 Students read and listen to imaginative, informative and persuasive texts to identify the way authors portray the events of an event. Students use comprehension strategies to build literal and inferred meaning about a literary text. Students write a letter to persuade the school principal that an event should be celebrated at school.

 Exploring procedure
 Students listen to, read and view and analyse informative and literary texts and create a spoken procedure between two characters.

 Examining stories from different perspectives
 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 language features used to suit context, purpose and audience. They create a multimedia imaginative text.

 Examining imaginative texts
 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 language features used to suit context, purpose and audience. They create a multimedia imaginative text.

 Reading, responding to and writing people’s stories
 Students listen to, read, view, write and create a range of informative and imaginative texts set in the past about people and their experiences. They complete a running record about a famous Australian and write a series of letters demonstrating use of text structure and language features of letters.

 Understanding how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop in different text structures, events, information, ideas, and characters. Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of planning and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use sound of words and high frequency words to spell words accurately, checking their work for meaning. They use joined words that are accurately formed and consistent in size.

Term 1

Term 2

Term 3

Term 4

Term 1

Term 2

Term 3

Term 4

Term 1

Term 2

Term 3

Term 4
By the end of Year 3, students recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication. They model and represent unit fractions. They represent money values in various ways. Students identify symmetry in the environment. They match positions on maps with given information. Students recognise angles in real situations. They interpret and compare data displays. Students count to and from 10 000. They classify numbers as either odd or even. They recall addition and multiplication facts for single digit numbers. Students correctly count up and down from financial transactions. They continue number patterns involving addition and subtraction. Students use metric units for length, mass and capacity. They tell time to the nearest minute. Students make models of three-dimensional objects. Students conduct chance experiments and list possible outcomes. They carry out simple data investigations for categorical variables.

In these units students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the Proficiency strands — Understanding, Fluency, Problem solving and Reasoning, students have opportunities to develop understandings of:

### Number and place value
- Use units of measurement
  - Number and place value
    - number value: count to 1 000 and beyond, investigate the 2s, 5s and 10s number sequences, identify odd and even numbers, compare and order 3-digit numbers, partition 3-digit numbers into 3-digit numbers (non-standard), match number representations, add and subtract 2-digit and 3-digit numbers.
  - Using units of measurement
    - Interpret and use a calendar, tell time to 5 minute intervals, measure length with non-standard units, represent a metre, measure with metres.

### Patterns and algebra
- Number and place value: recall features of 1000, make models of 3D objects, represent multiplication and division, double 2-digit numbers, solve simple multiplication and division problems, recall addition number facts and related subtraction facts, add and subtract 2-digit and 3-digit numbers.
  - Data representation and interpretation
    - Collect data by observing events, asking questions, conducting experiments, record data in lists and tables, display data as a picture or simple column graph, describe outcomes of data investigations.
  - Chance
    - Identify any day events that involve chance, conduct chance experiments, describe the outcomes of chance experiments, identify variations in the results of chance experiments.

### Using units of measurement
- Conduct a chance experiment
  - Short answer questions
    - Decide whether completed interpreted data is from a simple chance experiment.

### Number and Algebra
- Number and place value
  - Investigate the conditions required for a number to be odd or even and identify odd and even numbers (ACMNA051).
  - Recognise, model, represent and order numbers to at least 10 000 (ACMNA052).
  - Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems (ACMNA053).
  - Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation (ACMNA054).
  - Recall multiplication facts of two, three, five and ten and related division facts (ACMNA056).
  - Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies (ACMNA057).
  - Fractions and decimals
    - Model and represent unit fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, and their multiples to a complete whole (ACMNA058).
    - Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents (ACMNA059).
  - Money and financial mathematics
    - Describe, continue, and create number patterns resulting from performing addition or subtraction (ACMNA060).

### Using units of measurement
- Measurement
  - Measure using metres, compare and order the mass of objects, measure the mass of familiar objects using kilograms, say, read, write and show times (to 5 minute intervals), tell time to the nearest minute.
  - Patterns and algebra
    - Identify and describe number patterns involving 3-digit numbers, identify and continue patterns resulting from addition and subtraction.
  - Number and place value
    - Number and place value: represent 3-digit numbers, compare and order 3-digit numbers, read and write 3-digit numbers, partition 3-digit numbers into 3-digit numbers (non-standard), match number representations, add and subtract 2-digit and 3-digit numbers.
    - Using units of measurement
      - Measure using metres, compare and order the mass of objects, measure the mass of familiar objects using kilograms, say, read, write and show times (to 5 minute intervals), tell time to the nearest minute.
      - Patterns and algebra
        - Identify and describe number patterns involving 3-digit numbers, identify and continue patterns resulting from addition and subtraction.
      - Number and place value
        - Number and place value: represent 3-digit numbers, compare and order 3-digit numbers, read and write 3-digit numbers, partition 3-digit numbers into 3-digit numbers.

### Reasoning
- Conduct chance experiments
  - Short answer questions
    - Decide whether completed interpreted data is from a simple chance experiment.

### Measurement and Geometry
- Measurement
  - Measure, order and compare objects using familiar metric units of length, mass and capacity (ACMMG061).
  - Tell time to the minute and investigate the relationship between units of time (ACMMG062).
  - Shape
    - Describe models of three-dimensional objects and describe key features (ACMMG063).
  - Location and transformation
    - Create and interpret simple grid maps to show position and pathways (ACMMG065).
    - Identify symmetry in the environment (ACMMG066).

### Patterns and Algebra
- Measurement
  - Measurement Scavenger Hunt
  - Assignment/Project
    - Students measure objects using familiar metric units of length, mass and capacity.
  - Solving problems involving multiplication
    - Assignment/Project
      - Students solve problems involving multiplication in a range of situations.

### Chance
- Conduct chance experiments
  - Short answer questions
    - Decide whether completed interpreted data is from a simple chance experiment.
By the end of Year 3, students use their understanding of the movement of the Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They describe features common to living things. They describe how they can use science investigations to respond to questions and identify where people use science knowledge in their lives. Students use their experiences to pose questions and predict the outcomes of investigations. They make formal measurements and follow procedures to collect and present observations in a way that helps to answer the investigation questions. Students suggest possible reasons for their findings. They describe how safety and fairness were considered in their investigations. They use diagrams and other representations to communicate their ideas.

**Unit 1: Is it living?**
In this unit, students will understand what constitutes a living thing and that they 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 will understand that science involves making predictions and describing patterns and relationships with reference to living things. They will make predictions, observations and record data about living and non-living things in their local environment, offering explanations for their findings. Students will recognise the use of this science knowledge in their lives and how this knowledge helps people understand the effect of their actions.

**Collection of Student Work - Science Journal**
Students investigate living and non-living things and communicate groupings of living things based on observable features.

**Science understanding**
- **Biological sciences**
  - Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU054)
- **Chemical sciences**
  - A change of state between solid and liquid can be caused by adding or removing heat (ACSSU049)
- **Earth and space sciences**
  - Earth’s rotation on its axis causes regular changes, including night and day (ACSSU048)
- **Physical sciences**
  - Heat can be produced in many ways and can move from one object to another (ACSSU049)

**Science as a human endeavour**
- **Nature and development of science**
  - Science involves making predictions and describing patterns and relationships (ACSH050)
- **Use and influence of science**
  - Science knowledge helps people to understand the effect of their actions (ACSH051)

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

**Design challenge:**
Design an object/asset that will improve your/someone’s life. PPP GTM following phases Poster advertising their item & Question/Reflection sheet.

**Health is multidimensional and influenced by everyday actions and environments.**
Individual behaviour and actions, including adopting safe strategies at home, on and near roads, near water, and in relation to the sun, can promote health and wellbeing and safety. ONGOING through YCDU/Code of Conduct/Classroom rules and schedules/Healthy Snack Break etc

**Science inquiry skills**
- **Questioning and predicting**
  - With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge (ACSSU053)
- **Planning and conducting**
  - Suggest ways to plan and conduct investigations to find answers to questions (ACSSU054)
- **Processing and analysing data and information**
  - Safely use appropriate materials, tools or equipment to make and record observations, using formal measurements and digital technologies as appropriate (ACSSU055)
  - Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (ACSSU057)

**Evaluating**
- Reflect on the investigation, including whether a test was fair or not (ACSSU058)

**Communicating**
- Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports (ACSSU059)

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

**Ongoing technology**
- Design a Showbag
  - The Gold Coast Show Society (GCSS) is celebrating its 105th: Show this year. As part of their celebrations, they are holding a competition to design a new showbag to be sold in their Showbag Pavilion.

**By the end of Term 1**
- **Science**
  - Term 1 V1 V2 V3
  - **Technology**
  - Term 1 V1 V2 V3

Adapted from a template provided by Earnshaw State College P-6 Curriculum, Assessment and Reporting Plan (Created T2014)
### Year 3

<table>
<thead>
<tr>
<th>Term 1</th>
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<th>Term 3</th>
<th>Term 4</th>
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</thead>
</table>
| **ATHLETICS**<br>Note: Basic run technique – sprint and Distance<br>• Starts<br>• Long jump/high jump – technique<br>• Relay – ball change<br>• Hurdles<br>• Obstacle Courses<br>• Throwing – Vortex, Foxtails<br>• Run the Guardet<br>• Rob the Nest<br>• Egg and Spoon Races<br>• Balancing Activities<br>• Tabloid activities<br>**INTRODUCTION TO STRIKING TENNIS**<br>Note: Rules and Safety<br>• Stance and Grip<br>• Strokes - Forehand<br>• Skills in Isolation<br>• Modified Games<br>**JUMP ROPE FOR HEART SKIPPING PROGRAM (Stage 3)**<br>Note: Enter-jump-exit<br>**T-BALL**<br>Note: Throwing<br>• Catching<br>• Striking<br>• Running Bases<br>• Three Ball Bash<br>**HEALTH**<br>Note: The Great Tuckshop Challenge<br>**CROSS COUNTRY**<br>Note: Establish Rhythm<br>**TRANSPORT SAFETY**<br>Note: Enter-jump-exit<br>**HEALTH**<br>Note: The Great Tuckshop Challenge<br>**CROSS COUNTRY**<br>Note: Establish Rhythm<br>**TRANSPORT SAFETY**<br>Note: Enter-jump-exit<br>**HEALTH**<br>Note: The Great Tuckshop Challenge<br>**CROSS COUNTRY**<br>Note: Establish Rhythm<br>**TRANSPORT SAFETY**<br>Note: Enter-jump-exit<br>**HEALTH**<br>Note: The Great Tuckshop Challenge<br>**CROSS COUNTRY**<br>Note: Establish Rhythm<br>**TRANSPORT SAFETY**<br>Note: Enter-jump-exit<br>**HEALTH**<br>Note: The Great Tuckshop Challenge<br>**CROSS COUNTRY**<br>Note: Establish Rhythm<br>**TRANSPORT SAFETY**<br>Note: Enter-jump-exit<br>**HEALTH**<br>Note: The Great Tuckshop Challenge<br>**CROSS COUNTRY**<br>Note: Establish Rhythm<br>**TRANSPORT SAFETY**<br>Note: Enter-jump-exit<br>**HEALTH**<br>Note: The Great Tuckshop Challenge<br>**CROSS COUNTRY**<br>Note: Establish Rhythm<br>**TRANSPORT SAFETY**<br>Note: Enter-jump-exit<br>**HEALTH**<br>Note: The Great Tuckshop Challenge<br>**CROSS COUNTRY**<br>Note: Establish Rhythm<br>**TRANSPORT SAFETY**<br>Note: Enter-jump-exit<br>**HEALTH**<br>Note: The Great Tuckshop Challenge<br>**CROSS COUNTRY**<br>Note: Establish Rhythm<br>**TRANSPORT SAFETY**<br>Note: Enter-jump-exit<br>**HEALTH**<br>Note: The Great Tuckshop Challenge<br>**CROSS COUNTRY**<br>Note: Establish Rhythm<br>**TRANSPORT SAFETY**<br>Note: Enter-jump-exit<br>**HEALTH**<br>Note: The Great Tuckshop Challenge<br>**CROSS COUNTRY**<br>Note: Establish Rhythm<br>**TRANSPORT SAFETY**<br>Note: Enter-jump-exit<br>**HEALTH**<br>Note: The Great Tuckshop Challenge<br>**CROSS COUNTRY**<br>Note: Establish Rhythm<br>**TRANSPORT SAFETY**<br>Note: Enter-jump-exit<br>**HEALTH**<br>Note: The Great Tuckshop Challenge

By the end of Year 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present. Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.

**HISTORY UNIT 1: INVESTIGATING CELEBRATIONS, COMMEMORATIONS AND COMMUNITY DIVERSITY (TERM 1)**

**Inquiry question/s:**
- How and why do people choose to remember significant events of the past?
- What is the nature of the contribution made by different groups and individuals in the community?

**In this unit, students:**
- develop an understanding of the significance of celebrations and commemorations from Australia and other places around the world
- examine the historical origins of celebrations and commemorations
- examine the contributions made by different cultural groups to the development and character of the local community
- understand the value of learning about the cultures, languages and beliefs of others

**Collection of work**

The purpose of this assessment is to explain a celebration or commemoration of the past that has significance today, and describe your experiences at the celebration or commemoration. The assessment will gather evidence of the student’s ability to:
- describe an event from the past that has significance today and personal experiences of this event
- locate information to answer questions about an event
- sequence events and develop a historical narrative about an event.

**HISTORY UNIT 2: EXPLORING CONTINUITY AND CHANGE IN LOCAL COMMUNITIES (TERM 3)**

Who lived here first and how do we know? How has our community changed? What features have been lost and what features have been retained?

In this unit students:
- plan and conduct research about continuity and change in the region or state/territory
- identify sources and locate relevant information in sources to answer questions about the past
- locate information in sources to explore the importance of Country and Place to Aboriginal peoples and Torres Strait Islander peoples who belong to a local area or region
- recognise and appreciate the historical features and remains of the past in a local area
- record information from sources, including oral stories from Aboriginal or Torres Strait Islander Elders
- understand the value of learning about the cultures, languages and beliefs of others
- use a range of communication forms including texts to explain aspects of continuity and change over time in the region or state/territory.

**Research – Historical inquiry (brochure)**

The purpose of this technique is to assess students’ abilities to research, collect, analyse and draw conclusions about sources. Students follow an inquiry approach that aligns with the historical skills strand and communicate their findings, using written and non-written text types specific to the study of history. The assessment will gather evidence of the student’s ability to:
- plan and conduct research about continuity and change in the region or state/territory
- pose a range of questions
- identify sources and locate relevant information in sources to answer questions
- locate information in sources to explore the importance of Country and Place to Aboriginal peoples and Torres Strait Islander peoples who belong to a local area or region
- use a range of communication forms including texts to explain aspects of continuity and change over time in the region or state/territory.

Adapted from a template provided by Earnshaw State College P-6 Curriculum, Assessment and Reporting Plan (Created T22014)
### Term 1 – EXPLORING SIMILARITIES AND DIFFERENCES IN PLACES NEAR AND FAR (TERM 2)

**Inquiry questions:**
- What would it be like to live in a neighbouring country?
- How and why are places similar and different?

**In this unit, students:**
- draw on studies at the local scale, including representations of Australia and the location of Australia’s neighbouring countries
- understand the different climate types and their influence on the characteristics of places
- review unit inquiry questions
- recognise that a ‘place’ is a form of bounded space with each place having a location on the surface of the Earth
- recognise places important to Aboriginal peoples and Torres Strait peoples and how they are represented
- identify the environmental and human characteristics of schools in Australia and Australia’s neighbouring countries using sources such as photographs, stories and maps
- interpret representations of places, for example, a globe, wall or atlas map, or digital application, and recognise their purpose, information provided, and use of cartographic conventions
- represent the location of places and their characteristics using labelled maps conforming to cartographic conventions, including legend, title and north point
- identify and describe similarities and differences in characteristics of places within Australia, and between Australia and its neighbouring countries

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### Term 3 – PROTECTING PLACES NEAR AND FAR (TERM 4)

**Inquiry questions:**
- How do people’s feelings about places influence their views about the protection of places?
- How and why are places similar and different?

**In this unit, students:**
- draw on studies at the local scale in Australia and its neighbouring countries
- recognise the connections between people and places
- understand that as a visible characteristic of a place, climate is an important contributor to the identity of a place, and influences how and where people live
- pose questions for investigating a place of significance in Australia and in one of Australia’s neighbouring countries
- collect and record data and information by interviewing people about how their feelings and perceptions of places influences their views about the protection of places
- collect and record data and information to identify the influence of climate, settlement and demographic characteristics on the way people live in the selected places of significance
- interpret data and information to identify similarities and differences for selected places of significance
- form conclusions identify how climate, settlement and demographic influence how people have live in the selected places of significance
- present findings, using geographical terms, identifying connections between people and places
- reflect on how to care for and respect places at the local scale.
- suggest action to protect and improve selected places of significance
The purpose of this assessment is to make judgments about student responses to a series of focused tasks related to specific steps in the process of geographical inquiry. Students use geographical methods to represent and communicate data and information.

The assessment will gather evidence of the student’s ability to:
- represent data in tables and simple graphs, and the location of places and their characteristics by constructing maps on labelled maps that use the cartographic conventions of legend, title, and north point
- describe the location and characteristics of different places at the local scale and the similarities and differences between the characteristics of these places

Geographical Knowledge and Understanding

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<tr>
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</thead>
<tbody>
<tr>
<td>Geographical Knowledge and Understanding</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Places are both similar and different</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>The representation of Australia as states and territories, and Australia's major natural and human features (ACHGS014)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>The many Countries/Places of Aboriginal and Torres Strait Island Peoples throughout Australia (ACHGS023)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>The location of Australia’s neighbouring countries and their diverse characteristics (ACHGS016)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>The main climate types of the world and the similarities and differences between the climates of different places (ACHGS017)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>The similarities and differences in individuals’ and groups’ feelings and perceptions about places, and how they influence views about the protection of these places (ACHGS018)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>The similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there (ACHGS019)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tbody>
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Geographical Inquiry and Skills

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Observing, questioning and planning</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Collecting, evaluating, recording, and representing</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Collect and record relevant geographical data and information, for example, by observing, by interviewing, conducting survey, measuring, or from sources such as maps, photographs, satellite images, the media and the Internet (ACHGS020)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Represent data by constructing tables and graphs (ACHGS021)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Represent the location of places and their features by constructing large-scale maps that conform to cartographic conventions including scale, legend, title and north point, and describe their location using simple grid references, compass direction and distance (ACHGS022)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

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</thead>
<tbody>
<tr>
<td>Interpreting, analysing &amp; concluding</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Interpret geographical data to identify distributions and patterns and draw conclusions (ACHGS023)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Communication</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Present findings in a range of communication forms for example, written, oral, digital, graphic, tabular, visual, and use geographical terminology (ACHGS024)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Reflecting and responding</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal (ACHGS025)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
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<tbody>
<tr>
<td>Visual Art</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Involves selecting visual arts elements, concepts, processes (both 2D and 3D) to express ideas, considering different audiences and different purposes, through images and objects.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Warm (red, orange, yellow) and cool (blue, green, purple) colour schemes, and mixed and complementary colours, are used to create tone and variation.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Line is used to suggest movement and direction.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Regular, irregular, open, enclosed, overlapped and adjacent shapes are used to create categories and position.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Texture is used to create variation and repetition.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Geographical Inquiry and Skills

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</thead>
<tbody>
<tr>
<td>Drama</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Involves using dramatic elements and conventions to express ideas, considering particular audiences and particular purposes, through dramatic action based on real or imagined events.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Role can be established using movement, voice, performance space, cues and turn-taking</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Purpose and context are used to shape roles, language, place and space to express ideas.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Dramatic action is structured by being in role and building story dramas.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Geographical Inquiry and Skills

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<tbody>
<tr>
<td>Media</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Involves constructing meaning by using media languages and technologies to express representations, considering particular audiences and particular purposes.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Still and moving images, sounds and words are used in media texts.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Media techniques and practices, including crop, print, record/capture and sequence images, sounds and words, are used to create media texts</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Representations in media texts can be either real or imagined, and are created for particular audiences and purposes. (Links to English: Creating Digital Text)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

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<tbody>
<tr>
<td>Dance</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Involves using the human body to express ideas, considering form and forms (both 2D and 3D) to express ideas, considering particular audiences and particular purposes, through dance elements in movement phrases.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Gross motor movements, including locomotor and non-locomotor, are used to create actions for movement phrases</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Directions, levels, shapes and pathways are used to move in space within movement phrases.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Fast and slow movements are used to change timing in movement phrases</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Percussive and sustained movement qualities are used to change energy in movement phrases.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Structures, devices, including repetition and narrative forms, are used to organise movement phrases</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Adapted from a template provided by Earnshaw State College P-6 Curriculum, Assessment and Reporting Plan (Created T22014)
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR 4 OVERVIEW</strong></td>
<td></td>
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</tr>
<tr>
<td>By the end of Year 4, students understand that texts have different text structures depending on purpose and audience. They explain how language features, images and vocabulary are used to engage the interests of audiences. They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts, and respond to others’ viewpoints. They listen for key points in discussions. Students use language features to create coherence and add detail to their text. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and details combine to express key ideas. Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning.</td>
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</tbody>
</table>

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<th><strong>Term 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exploring a quest novel</strong></td>
<td><strong>Examining traditional stories from Asia</strong></td>
<td><strong>Examining a Nesquik advertisement</strong></td>
<td><strong>Examining persuasive in product packaging</strong></td>
</tr>
<tr>
<td>Students will read and listen to a range of humorous poems by different authors. They will identify structural features and poetic language devices in humorous poetry. They will use this knowledge to innovate on poems and evaluate the poems by expressing personal viewpoint using evidence from the poem.</td>
<td>Students read and analyse traditional stories from Asia. They demonstrate understanding by identifying structural and language features, finding literal and inferencing meaning and explaining the message or moral in traditional stories from Asia. For the assessment task, students write a short story with a moral or message for a younger audience.</td>
<td>Students read and analyse traditional stories from Asia. Students read and analyse traditional stories from Asia. They demonstrate understanding by identifying structural and language features, finding literal and inferencing meaning and explaining the message or moral in traditional stories from Asia. For the assessment task, students write a traditional story which includes a lesson or message for a younger audience. Students explain why they think the main character is important in an event.</td>
<td>Students read and view a range of different text structures and language features used in breakfast cereal advertising, by responding to the advertisements: Reading and viewing comprehension: Persuasive text. Students design a breakfast cereal product package digitally, write a persuasive text to promote the breakfast cereal and present it to peers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Language variation</strong></th>
<th><strong>Language for interaction</strong></th>
<th><strong>Text structure and organisation</strong></th>
<th><strong>Creating texts</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand thatStandard Australian English is one of many social dialects used in Australia, and that it is continually changing in the English-speaking world.</td>
<td>Understand that social interactions influence the way people engage with ideas and respond to others for example when explaining and clarifying the ideas of others, summing up their own views and reporting them to a larger group.</td>
<td>Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience.</td>
<td>Create texts that meet the purpose of the task.</td>
</tr>
<tr>
<td><strong>Term 5</strong></td>
<td><strong>Term 6</strong></td>
<td><strong>Term 7</strong></td>
<td><strong>Term 8</strong></td>
</tr>
<tr>
<td><strong>Interpreting, analysing, evaluating</strong></td>
<td><strong>Expressing and developing ideas</strong></td>
<td><strong>Literacy</strong></td>
<td><strong>Literacy</strong></td>
</tr>
<tr>
<td>Investigate how identified features used in imaginative, informative and persuasive texts are used to meet the purpose of the text.</td>
<td>Use interaction skills such as acknowledging another student's point of view and linking students’ responses to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to clearly and coherently.</td>
<td>Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts.</td>
<td>Use interaction skills such as acknowledging another student’s point of view and linking students’ responses to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to clearly and coherently.</td>
</tr>
<tr>
<td></td>
<td>Incorporate new vocabulary from a range of sources into students’ own texts.</td>
<td>Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a desired range of audiences, demonstrating increasing control over text structures and language features.</td>
<td>Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a desired range of audiences, demonstrating increasing control over text structures and language features.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use reading, viewing and viewing comprehension: Persuasive techniques in breakfast cereal advertising by responding to the advertisements: Reading and viewing comprehension: Persuasive texts.</td>
<td>Use reading, viewing and viewing comprehension: Persuasive techniques in breakfast cereal advertising by responding to the advertisements: Reading and viewing comprehension: Persuasive texts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Term 1</strong></td>
<td><strong>Term 2</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Examining a Nesquik advertisement</strong></td>
<td><strong>Examining persuasive in product packaging</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students read and view a range of different text structures and language features used in breakfast cereal advertising, by responding to the advertisements: Reading and viewing comprehension: Persuasive text. Students design a breakfast cereal product package digitally, write a persuasive text to promote the breakfast cereal and present it to peers.</td>
<td>Students read and view a range of different text structures and language features used in breakfast cereal advertising, by responding to the advertisements: Reading and viewing comprehension: Persuasive text. Students design a breakfast cereal product package digitally, write a persuasive text to promote the breakfast cereal and present it to peers.</td>
</tr>
</tbody>
</table>

**Adapted from a template provided by Earnshaw State College P-6 Curriculum, Assessment and Reporting Plan (created 22/01/14)**
Using units of measurement:

- Use scaled instruments to measure and compare length, mass, capacity and temperature.
- Create number sequences involving multiples of single digit numbers. Students use scaled instruments to measure temperatures, lengths, shapes and objects. The convert between units of time. Students create symmetrical shapes and patterns. They classify angles in relation to a right angle. Students list the probabilities of everyday events. They construct data displays from given or collected data.

Number and place value:

- Make connections between representations of numbers, partition and combine numbers flexibly, recall multiplication tables, formulate, model and record authentic situations involving operations, compare large numbers with each other, generalise from number properties and results of calculations and derive strategies for unfamiliar multiplication and division tasks.
- Patterns and algebra: use properties of numbers to continue patterns.
- Chance: compare dependent and independent events, describe probabilities of everyday events.
- Data representation and interpretation: collect and record data, communicate information using graphical displays and evaluate the appropriateness of different displays.

Money and financial mathematics:

- Convert between units of measurement (volume, length, mass, capacity and time).
- Investigate and use the properties of odd and even numbers. (ACMNA071)
- Recognise, represent and order numbers to at least tens of thousands (ACMNA072)
- Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems (ACMNA073)
- Investigate number sequences involving multiples of 3, 4, 5, 6, 7, 8 and 9 (ACMNA074)
- Investigate number sequences (involving multiples of 3, 4, 5, 7, 8 and 9) (ACMNA076)
- Count by quarters halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line (ACMNA078)
- Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation (ACMNA079)
- Use scaled instruments to measure and compare length, masses, capacities and temperatures (ACMMG084)
- Convert between units of time (ACMMG085)
- Use am and pm notation and solve simple time problems (ACMMG086)
- Convert between units of area and volume (ACMMG087)
- Use plan drawings to show the direction of an object where there is no remainder (ACMMG088)
- Investigate equivalence in contexts (ACMMG089)
- Count by quarters halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line (ACMMG088)
- Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation (ACMMG079)
- Investigate number sequences involving multiples of single digit numbers. Students use scaled instruments to measure temperatures, lengths, shapes and objects. The convert between units of time. Students create symmetrical shapes and patterns. They classify angles in relation to a right angle. Students list the probabilities of everyday events. They construct data displays from given or collected data.

Money and financial mathematics:

- Calculate change to the nearest five cents, solve problems involving purchases.
- Compare the areas of regular and irregular shapes by informal means using units of measurement (volume, length, mass, capacity and time) — measure and compare volume, solve simple time problems.
- Investigate equivalent fractions, make generalisations about the relationship between fractions and decimal notation.
- Use estimation and rounding, apply mental strategies, recall multiplication and related division facts, calculate multiplication and division using a range of mental and written strategies, solve problems involving the four operations.
Term 1

Unit 1: Here today gone tomorrow
Students will explore natural processes and human activity which cause weathering and erosion of the Earth's surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity. 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.

Unit 2: Fast forces
Students will use games to investigate and demonstrate how forces affect objects through contact and non-contact forces. They will use their knowledge of forces to make predictions about games. Games will be completed safely in order to collect data so that findings can be communicated. Students will also identify situations where science is used to ask questions or to make predictions. They will identify how science knowledge of forces helps people understand the effects of their actions.

Unit 3: Properties matter
Students investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes.

Unit 4: Living things
By the end of Year 4, students apply the observable properties of materials to explain how objects and materials can be used. They use contact and non-contact forces to describe interactions between objects. They discuss how natural and human processes cause changes to the Earth's surface. They describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal. They identify when science is used to ask questions and make predictions. They describe situations where science understanding can influence their own and others' actions. Students follow instructions to identify investigable questions about familiar contexts and predict likely outcomes from investigations. They discuss ways to conduct investigations and safely use equipment to make and record observations. They use provided tables and simple column graphs to organise their data and identify patterns in data. Students suggest explanations for observations and compare their findings with their predictions. They suggest reasons why their methods were fair or not. They complete simple reports to communicate their methods and findings.

Term 2

Unit 5: Mapping lifecycles
Students research an endangered Australian animal or plant and present information in a multimodal format, including a concept map. They represent the life cycle of the plant or animal and identify relationships which both assist and hinder its survival.

Unit 6: Living things have life cycles
Students investigate living things. They will examine relationships between living things and their dependence on the environment. By considering how local natural changes to the habitats, students will predict the effect of these changes on living things including the impact on the survival of the species.

Unit 7: Ready, set, grow!
Students will explore natural processes and human activity which cause occurrences and human activity. 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.

Unit 8: Properties affecting the use of ochre
Students investigate the use of ochre. Written Student plans, conduct, evaluate and report on an investigation into the properties of ochre and apply this knowledge to real life situations.

YR 4 SCIENCE

Science understanding

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological sciences</td>
<td>Living things have life cycles (ACSSU072)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Chemical sciences</td>
<td>Living things, including plants and animals, depend on each other and the environment to survive (ACSSU073)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Earth and space sciences</td>
<td>Natural and processed materials have a range of physical properties. These properties can influence their use (ACSSU074)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Physical sciences</td>
<td>Earth's surface changes over time as a result of natural processes and human activity (ACSSU075)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Science as a human endeavour</td>
<td>Forces can be exerted by one object on another through direct contact or from a distance (ACSSU076)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Science in the environment</td>
<td>Science involves making predictions and describing patterns and relationships (ACSSHE061)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Science and society</td>
<td>Science knowledge helps people to understand the effect of their actions (ACSSHE062)</td>
<td>✔</td>
<td>✔</td>
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</tbody>
</table>

Science inquiry skills

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questioning and predicting</td>
<td>With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge (ACSSHE064)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Planning and conducting</td>
<td>Suggest ways to plan and conduct investigations to find answers to questions (ACSSHE065)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Processing and analysing data and information</td>
<td>Safely use appropriate materials, tools or equipment to make and record observations, using formal measurements and digital technologies as appropriate (ACSSHE066)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Evaluating</td>
<td>Use a range of methods including tables and simple column graphs to represent data and identify patterns and trends (ACSSHE067)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Communicating</td>
<td>Compare results with predictions, suggesting possible reasons for findings (ACSSHE068)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports (ACSSHE069)</td>
<td>Reflect on the investigation including whether a test was fair or not (ACSSHE070)</td>
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<td>✔</td>
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</tbody>
</table>

By the end of Year 5

Technology and information systems

<table>
<thead>
<tr>
<th>Technology and information systems</th>
<th>YR 4</th>
<th>YR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of Year 5</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Technology influences and impacts on people, their communities and environments</td>
<td>Resources have particular characteristics that make them more suitable for a specific purpose and context</td>
<td>✔</td>
</tr>
<tr>
<td>Technology influences and impacts on people, their communities and environments</td>
<td>Different ideas for designs and products are developed to meet needs and wants of people, their communities and environments</td>
<td>✔</td>
</tr>
<tr>
<td>Technology influences and impacts on people, their communities and environments</td>
<td>Aspects of appropriateness influence product design and production decisions</td>
<td>✔</td>
</tr>
<tr>
<td>Technology and information systems</td>
<td>The products and processes of technology can have positive or negative impacts</td>
<td>✔</td>
</tr>
</tbody>
</table>

Assessment

By the end of Year 5

Students design an indoor game which uses pushes and pulls. When designing their game, they will need to consider the effects of friction and gravity.

YR 4 ARTS

Visual Art involves selecting visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering different audiences and different purposes, through images and objects.

Drama involves selecting dramatic elements and conventions to express ideas, considering different audiences and different purposes, through dramatic action based on real or imagined events.

Media involves selecting media languages and technologies to create representations and construct meaning, considering different audiences and different purposes.

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

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Drama involves selecting dramatic elements and conventions to express ideas, considering different audiences and different purposes, through dramatic action based on real or imagined events.

Media involves selecting media languages and technologies to create representations and construct meaning, considering different audiences and different purposes.
By the end of Year 4, students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences of an individual or group over time. They recognise the significance of events in bringing about change.

Students sequence events and people (their lifetime) in chronological order to identify key dates. They pose a range of questions about the past. They identify sources (written, physical, visual, oral), and locate information to answer these questions. They recognise different points of view. Students develop and present texts, including narratives, using historical terms.

**Unit 1 – Investigating European exploration and the movement of peoples**

**Inquiry question/s:**
- Why did the great journeys of exploration occur?
- Why did the Europeans settle in Australia?

In this unit, students:
- recognise connections between world history events and the history of Australia
- appreciate the remains of the past can reveal aspects of what life was like then
- investigate the journeys of the great explorers from the 1400s to the late 1700s and how these resulted in colonisation and the building of empires around the globe
- pose questions about the reasons for the colonisation of Australia by the British
- use provided sources to examine the journeys that led to Australia’s colonisation by the English through the arrival of the First Fleet, the establishment of the first settlement in Sydney Cove and the early days of the colony
- sequence key events related to the colonisation of Australia
- describe the experiences of a convict who travelled on the First Fleet and identify how life changed.

**Collection of work – Life of a convict**

The purpose of this assessment task is to explain how and why life changed for a convict of the First Fleet.

The assessment will gather evidence of the student’s ability to:
- explain how and why life changed for a convict of the First Fleet
- pose a range of questions about a convict’s life
- locate information to answer questions
- develop a historical narrative in role as a convict, using historical terms.

**Historical Knowledge**

<table>
<thead>
<tr>
<th>First Contacts</th>
<th>Historical Understandings</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The diversity and longevity of Australia’s first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives (ACHHK077)</td>
<td>Chronology, terms and concepts</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts (ACHHK078)</td>
<td>Sequence historical people and events (ACHH1581)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival (ACHHK079)</td>
<td>Use historical terms (ACHHS082)</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment (ACHHK080)</td>
<td>Identify sources (ACHHS146)</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

**Historical Understanding** The key concepts of historical understanding are:

<table>
<thead>
<tr>
<th>Sources</th>
<th>Continuity and change</th>
<th>Cause and effect</th>
<th>Perspectives</th>
<th>Empathy</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written or non-written materials that can be used to investigate the past. A source becomes ‘evidence’ if it is of value to a particular inquiry.</td>
<td>Continuity is aspects of the past that have remained the same over certain periods of time. Changes are events or developments from the past that represent modifications, alterations and transformations.</td>
<td>The relationship between a factor or set of factors (cause/s) and consequence/s (effect/s): these form sequences of events and developments over time. A point of view or position from which events are seen and understood, and influenced by age, gender, culture, social position and beliefs and values.</td>
<td>An understanding of the past from the point of view of the participant(s), including an appreciation of the circumstances faced, and the motivations, values and attitudes behind actions.</td>
<td>The importance that is assigned to particular aspects of the past, such as events, developments, movements and historical sites, and includes an examination of the principles behind the selection of what should be investigated and remembered.</td>
<td>✔</td>
</tr>
</tbody>
</table>
Health is multidimensional and influenced by individual and group actions and environments. Health includes physical, social, emotional and cognitive (relating to thought processes, reasoning and intuition) dimensions.

Personal, social, cultural and environmental factors influence behaviour and choices including eating and physical activity.

Personal development

- Personal identity, relationships and self-management are influenced by beliefs, behaviours and social factors, and shape personal development.
- Identity is influenced by personality traits, responses in a variety of social contexts, responsibilities and accomplishments.
- Individual and group action can promote health and wellbeing, including safety.
- Energy balance can be achieved by selecting a range of foods from the five food groups, in amounts that reflect personal factors, age and activity levels.

**Ongoing through Values/Classroom rules and schedules/Healthy Snack Break**

**YR 4 HPE**

**ATHLETICS**

- Sprinting
- Statics
- Floor Work & Supports
- Jumps, Springs & Landing
- Balancing
- Rolls
- Simple dance movements and formations
- Circuit work using a variety of equipment

**GYMNASTICS/DANCE**

- Course Familiarisation
- Course Safety
- Distance Running
- Run event by competitive and social distances

**TWO HANDED STRIKING**

- Throwing
- Statics
- Striking
- Running Bases

**NETBALL**

- Passing
- Catching
- Shooting
- Modified Games

**HEALTH**

- Personal Safety

By the end of Year 4, students describe and compare the characteristics of places in different locations at the national scale. They identify and describe the interconnections between people and the environment. They describe the location of selected countries in relative terms and identify simple patterns in the distribution of features of places. Students recognise the importance of the environment and identify different views on how to respond to a geographical challenge.

Students develop geographical questions to investigate and collect and record information and data from different sources to answer these questions. They represent data and the location of places and their characteristics in simple graphic forms, including large-scale maps that use the cartographic conventions of scale, legend, title, and north point. They describe the location and distance of people and their features using simple grid references, compass direction and distance. Students interpret data to identify spatial distributions and simple patterns and draw conclusions. They present findings using geographical terminology in a range of texts. They propose individual action in response to a local geographical challenge and identify the expected effects of their proposed action.

**Inquiry questions:**

- How does the environment support the lives of people and other living things?

**Unit 1 – Exploring environments and places**

**Inquiry question/s:**

- How does the environment support the lives of people and other living things?

**Collection of work (Multimodal or written)**

The purpose of this assessment is to make judgments about student responses to a series of focused tasks related to specific steps in the process of geographical inquiry. Students use geographical methods to represent, interpret and communicate data and information. The assessment will gather evidence of the student’s ability to:

- represent data and the location of places and their characteristics in simple graphic forms, including large-scale maps that use the cartographic conventions of scale, legend, title and north point
- describe the location of places and their features using simple grid references, compass direction and distance
- interpret data to identify spatial distributions and simple patterns and draw conclusions
- describe the characteristics of places in different locations at the national scale
- describe the location of selected countries in relative terms and identify simple patterns in the distribution of features of places

**In this unit, students:**

- draw on studies at the national scale, including Australia and the location of major countries in South America and Africa
- recognise the purpose and types of geographical questions
- explore the importance of environments to animals and people and how places are characterised by their environments
- collect and record geographical information from sources to identify how environments support animals and people
- use geographical tools and sources to identify and compare the characteristics of places, including the types of natural vegetation and native animals
- represent data by constructing tables and graphs
- represent the location of places and their features by constructing a large-scale map conforming to cartographic conventions, including scale, legend, title and north point
- interpret geographical information and data to identify patterns and distributions of the features of places
- interpret geographical information and data to identify different views on how environments should be protected, and form conclusions
- describe the location of places and their features using simple grid references, compass direction and distance
- describe and compare the characteristics of places in different locations at the national scale, using geographical terms.

**In this unit, students:**

- develop geographical questions to investigate about the connections between resources provided by the environment and used by different groups of people
- compare how people adapt to, and alter environments
- recognise that sustainability is perceived in different ways by different groups, and involves careful use of resources and management of waste
- collect and record geographical information from sources to explore how the knowledge and practices of Aboriginal peoples and Torres Strait Islander peoples are shared and enacted in their custodial responsibility of places and environments
- collect and record information from sources to identify the perceptions of groups, including Aboriginal peoples and Torres Strait Islander peoples, on how the environment provides for people
- form conclusions about caring for the environment and meeting the needs of people
- present findings, using geographical terms, reflect on learning to propose individual action on the ways people seek to improve or use resources more sustainably and identify the expected effects of their proposed action.

**Research Oral**

The purpose of this technique is to assess students’ abilities to ask geographical questions and proceed through the collection, recording, and sorting of information to draw conclusions and propose action. Students undertake an inquiry that aligns with the geographical inquiry and skills strand.

The assessment will gather evidence of the student’s ability to:

- develop geographical question to guide an inquiry into a local geographical challenge
- collect and record information and data from different sources to respond to geographical question/s
- identify and describe the interconnections between people and the environment
- recognise the importance of the environment and identify different views on how to respond to a geographical challenge
- present findings using geographical terminology in a range of texts
- propose individual action in response to a local geographical challenge and identify the expected effects of their proposed action

**40  Adapted from a template provided by Earnshaw State College P-6 Curriculum, Assessment and Reporting Plan (Created T22014)**
<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Term 1</th>
<th>Unit 2</th>
<th>Term 2</th>
<th>Unit 3</th>
<th>Term 3</th>
<th>Unit 4</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geographical Knowledge and Understanding</strong></td>
<td><strong>Geographical Inquiry and Skills</strong></td>
<td><strong>Concepts for geographical understanding</strong></td>
<td><strong>Place</strong></td>
<td><strong>Space</strong></td>
<td><strong>Environment</strong></td>
<td><strong>Scale</strong></td>
<td><strong>Change</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Places are parts of the earth’s surface and can be described by location, shape, boundaries, environmental and human characteristics. Places are unique in their characteristics and play a fundamental role in human life. They may be perceived, experienced, understood and valued differently. They range in size from a part of a room to a major world region. For Aboriginal Peoples and Torres Strait Islander Peoples, Country/Place is important for its significance to culture, identity and spirituality.</td>
<td>Spaces are defined by the location of environmental and human activities across the earth’s surface to form distributions and patterns. Spaces are perceived, structured, organised and managed and can be designed and redesigned to achieve particular purposes. Space can be explored at different levels or scales.</td>
<td>Environment is the living and non-living elements of the earth’s surface and atmosphere and may be referred to as natural, managed or constructed. It includes human changes to the earth’s surface, for example, planted forests, croplands, buildings and roads.</td>
<td>Scale can be described as the different spatial levels used to investigate phenomena or represent phenomena visually (maps, images, graphs), from the personal to the local, regional, national, regions of the world and global levels. Scale is also involved when geographers look for explanations or outcomes at different levels. Scale may be perceived differently by groups and can be used to elevate or diminish the significance of an issue, for example, a local issue or global issue.</td>
<td>Geographical phenomena are constantly changing over time and across space because the world is dynamic. Environmental, economic, social and technological change is spatially uneven, affecting places differently. The time periods for environmental change may range from a few moments, as in an earthquake, to thousands of years, as in continental drift.</td>
</tr>
<tr>
<td><strong>The earth’s environment sustains all life</strong></td>
<td><strong>Collecting, recording, evaluating and representing</strong></td>
<td><strong>Interconnection</strong></td>
<td>Develop geographical questions to investigate (ACHGS026)</td>
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</tr>
<tr>
<td></td>
<td><strong>Interpreting, analysing &amp; concluding</strong></td>
<td><strong>Interconnection is the way that people and/or geographical phenomena are connected to each other through environmental processes and human activity. Interconnections can be simple, complex, reciprocal or interdependent and have strong influence on the characteristics of places. An understanding of the concept of interconnection leads to holistic thinking. This helps students to understand Aboriginal Peoples and Torres Strait Islander Peoples’ holistic connection to Country and Place and the knowledge and practices that developed as a result of this connection.</strong></td>
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<tr>
<td></td>
<td><strong>Communicating</strong></td>
<td><strong>Sustainability addresses the ongoing capacity of the Earth to maintain all life. It is both a goal and a way of thinking about how to progress towards that goal. Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs (economic, social and environmental). Sustainability depends on the maintenance or restoration of the functions that sustain all life and human wellbeing.</strong></td>
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<tr>
<td></td>
<td><strong>Reflecting and responding</strong></td>
<td><strong>Identify the expected effects of the proposal (ACHGS022)</strong></td>
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</tr>
<tr>
<td><strong>The location of the major countries of Africa and South America in relation to Australia, and their main characteristics, including the types of natural vegetation and native animals in at least two countries from both continents (ACHGK020)</strong></td>
<td><strong>Collect and record relevant geographical data and information, for example, by observing, by interviewing, conducting surveys and measuring, or from sources such as maps, photographs, satellite images, the media and the Internet (ACHGK027)</strong></td>
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<tr>
<td><strong>The types of natural vegetation and the significance of vegetation to the environment and to people (ACHGK021)</strong></td>
<td><strong>Represent data by constructing tables and graphs (ACHGK030)</strong></td>
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</tr>
<tr>
<td><strong>The importance of environments to animals and people, and different views on how they can be protected (ACHGK022)</strong></td>
<td><strong>Represent the location of places and their features by constructing large-scale maps that conform to cartographic conventions including scale, legend, title and north point, and describe their location using simple grid references, compass direction and distance (ACHGK029)</strong></td>
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</tr>
<tr>
<td></td>
<td><strong>Interpreting, analysing &amp; concluding</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences their past and present views about the use of resources (ACHGK023)</strong></td>
<td><strong>Present findings in a range of communication forms for example, written, oral, digital, graphic, tabular, visual, and use geographical terminology (ACHGK031)</strong></td>
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<td><strong>The natural resources provided by the environment, and different views on how they could be used sustainably (ACHGK024)</strong></td>
<td><strong>Develop geographical questions to investigate (ACHGK026)</strong></td>
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<td><strong>The sustainable management of waste from production and consumption (ACHGK025)</strong></td>
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Adapted from a template provided by Earnshaw State College P-6 Curriculum, Assessment and Reporting Plan (Created T22014)
By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, images and ideas from a range of resources.

Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Examining literary texts - fantasy novel

Students listen to, read and interpret a novel from the fantasy genre showing understanding of character development. In role as the author, they deliver a spoken presentation to explain the text structures and language features used to create one ‘good’ character and one ‘evil’ character.

Examining media texts

Examining a range of news articles and reports from a novel and newspapers to respond to viewpoints presented 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.

Examining characters in animated film

Students listen to, read, view and interpret a range of animations including film and digital texts. Students present a point of view about personal conflict and ethical dilemmas faced by fantasy characters through a panel discussion. They produce an animated story exploring a character’s behaviour when faced with an ethical dilemma. Engage viewers through a combination of visual images, spoken and written text, music and sound effects.

Examining characters in animated film

There is no summative assessment in this unit. Monitor student learning and progress throughout this unit.

There is no summative assessment in this unit. Students continue to read and interpret a novel from the fantasy genre showing understanding of character development. In role as the author, they deliver a spoken presentation to explain the text structures and language features used to create one ‘good’ character and one ‘evil’ character.

Understanding that the pronunciation, spelling and meanings of words have histories and change over time

Understand that the starting point of a sentence gives prominence to the message in the text and allows for the organisation of how the text will unfold.

Understand the grammatical category of nouns is signified by apostrophes and how to use apostrophes with common and proper nouns.

Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause.

Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on readers’ interpretations.

Understand the use of vocabulary to express greater precision and meaning, and that new words can have different meanings in different contexts.

Select words for reference, information, creative, expressive and narrative purposes, including those not fully mastered, and use them in speech and writing.

Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts.

Preserve a point of view about particular literary texts, using appropriate metalinguage, and reflecting on the viewpoints of others.

Use metalinguage to describe the effects of ideas, text structures and language features on particular audiences.
By the end of Year 5, students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They explain plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations, and identify and label face, edge, and vertex. They describe translations of two-dimensional shapes and identify line and rotational symmetries. Students compare and interpret different data sets.

Students order decimals and fraction parts on number lines. They add and subtract fractions with the same denominator, and multiply and divide fractions by whole numbers. They find unknown quantities in number sentences. They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles. They convert between 12 and 24 hour time. Students use a grid reference system to locate landmarks. They measure and construct different angles. Students solve chance experiments with equally likely outcomes and represent probabilities of outcomes using simple fractions.

Students order decimals and unit fractions and locate them on number lines. They add and subtract fractions with the same denominator. They continue patterns by adding and subtracting fractions and decimals. They find unknown quantities in number sentences. They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles. They convert between 12 and 24 hour time. Students use a grid reference system to locate landmarks. They measure and construct different angles. Students solve chance experiments with equally likely outcomes and represent probabilities of outcomes using simple fractions.

**Data representation and interpretation**
- Interpret different types of data, distinguish between numerical and categorical data, collect primary data, organise data using tables, create dot plots and column graphs, identify and pose questions to collect different data types, use technology to create representations.

**Number crunch**
- Students order decimals and unit fractions and locate them on number lines. They add and subtract fractions with the same denominator.

**Measurement and geometry**
- Use estimation and rounding to check the reasonableness of answers to calculations (ACMNA095).
- Solve problems involving multiplication of large numbers by one or two-digit numbers using efficient mental, written strategies and appropriate digital technologies (ACMNA100).
- Use efficient mental and written strategies and apply appropriate digital technologies to solve problems involving division by a one-digit number (including those that result in a remainder) (ACMNA122).
- Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator (ACMNA123).
- Recognise that the place value system can be extended beyond hundreds (ACMNA124).
- Use equivalent number sentences involving multiplication and division to find unknown quantities (ACMNA123).

**Money and financial mathematics**
- Calculate the perimeter and area of rectangles using familiar metric units (ACMMG109).
- Use a grid reference system to describe locations. Describe routes using landmarks and directional language (ACMMG115).
- Apply the enlargement transformation to familiar two-dimensional shapes and explore the properties of the resulting image (comparing with the original) (ACMMG115).
- Measure, compare and order angles using degrees. Construct angles using a protractor (ACMMG112).

**Data representation and interpretation**
- Interpret different types of data, distinguish between numerical and categorical data, collect primary data, organise data using tables, create dot plots and column graphs, identify and pose questions to collect different data types, use technology to create representations.

**Fractions and decimals**
- Use equivalent number sentences involving multiplication and division to find unknown quantities (ACMNA123).
- Solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They explain plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations, and identify face, edge, and vertex. They describe translations of two-dimensional shapes and identify line and rotational symmetries. Students compare and interpret different data sets.

**Statistics and Probability**
- List outcomes of chance experiments involving equally likely outcomes, and represent probabilities of those outcomes using fractions (ACMSP115).
- Recognise that probabilities range from 0 to 1 (ACMSP117).
- Pose questions and collect categorical or numerical data by observation or survey (ACMSP118).
- Construct displays, including column graphs, dot plots and tables, appropriate for data type, and with and without the use of digital technologies (ACMSP119).
- Describe and interpret different data sets in context (ACMP112).
<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<tbody>
<tr>
<td><strong>Unit 1: Survival in the Australian environment</strong></td>
<td><strong>Unit 2: Our place in the solar system (Term 4)</strong></td>
<td><strong>Unit 3: Now you see it</strong></td>
<td><strong>Unit 4: Matter matters</strong></td>
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<tr>
<td>Students will examine the structural features and behavioural adaptations that assist living things to survive in their environment. Students will understand that science involves using evidence and data to develop explanations. Student will investigate factors that influence how plants and animals survive in extreme environments. This knowledge will be used to create a creature with adaptations that are suitable for survival in a prescribed environment.</td>
<td>Students will describe the key features of our solar system. They will discuss how people have contributed science knowledge to space exploration. A possible space mission to a planet will be proposed considering planetary data. Students will communicate these ideas in a magazine or webpage style format.</td>
<td>The AMAZING trick Assignment/project Students will demonstrate their knowledge of 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.</td>
<td>Students will broaden their classification of matter to include gases and begin to see how matter structures the world around them. Students will pose questions, make predictions and plan investigation methods into the observable properties and behaviour of solids, liquids and gases. Students will understand that scientific understandings about solids liquids and gases are used to inform decision making and solve or prevent problems.</td>
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<tr>
<td><strong>Create a creature Multimodal presentation</strong></td>
<td><strong>Planet Exploration Assignment/project</strong> Students are required to write a report for popular media such as a magazine or website. The report will be about a proposed space mission to a planet within our solar system and will contain relevant data about planets within the solar system and past space missions.</td>
<td><strong>Science understanding</strong></td>
<td><strong>Investigating evaporation and explaining solids, liquids and gases Assignment/project</strong> Students plan, conduct, evaluate and report on an investigation into rates of evaporation and apply knowledge of solids, liquids and gases to real life contexts.</td>
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<td>Students are required to create a fictional creature and describe the relationship between structural and behavioural adaptations needed to survive in an environment.</td>
<td><strong>Science inquiry skills</strong></td>
<td><strong>Science as a human endeavour</strong></td>
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<td><strong>Science understanding</strong></td>
<td><strong>Science inquiry skills</strong></td>
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<tr>
<td>Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)</td>
<td>With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be (ACSIS211)</td>
<td>With guidance, plan appropriate investigation methods to answer questions or solve problems (ACSSU086)</td>
<td>With guidance, question and predict (ACSIS217)</td>
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<tr>
<td><strong>Biological sciences</strong></td>
<td><strong>Planning and conducting</strong></td>
<td><strong>Processing and analysing data and information</strong></td>
<td><strong>Investigating evaporation and explaining solids, liquids and gases Assignment/project</strong></td>
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<tr>
<td>Solids, liquids and gases have different observable properties and behave in different ways (ACSSU077)</td>
<td>Decide which variable should be changed and measured in fair tests and accurately observe, measure and record data, using digital technologies as appropriate (ACSSU080)</td>
<td>Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data, using digital technologies as appropriate (ACSIS218)</td>
<td>Students plan, conduct, evaluate and report on an investigation into rates of evaporation and apply knowledge of solids, liquids and gases to real life contexts.</td>
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<td>The Earth is part of a system of planets orbiting around a star (the sun) (ACSSU078)</td>
<td>Use equipment and materials safely, identifying potential risks (ACSIS088)</td>
<td>Compare data with predictions and use evidence in developing explanations (ACSIS218)</td>
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<td>Light from a source forms shadows and can be absorbed, reflected and refracted (ACSSU080)</td>
<td><strong>Evaluating</strong></td>
<td><strong>Communicating</strong></td>
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<td><strong>Physical sciences</strong></td>
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<td>Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena (ACSSU081)</td>
<td>Suggest improvements to the methods used to investigate a question or solve a problem (ACSIS091)</td>
<td>Communicate ideas, explanations and processes in a variety of ways, including multimodal texts (ACSIS093)</td>
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<td>Important contributions to the advancement of science have been made by people from a range of cultures (ACSSU082)</td>
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By the end of Year 5, students classify substances according to their observable properties and behaviours. They explain everyday phenomena associated with the transfer of light. They describe the key features of our solar system. They analyse how the form of living things enables them to function in their environments. Students discuss how scientific developments have affected people’s lives and how science knowledge develops from many people’s contributions.

Students follow instructions to pose questions for investigation, predict what might happen when variables are changed, and plan investigation methods. They use equipment in ways that are safe and improve the accuracy of their observations. Students construct tables and graphs to organise data and identify patterns. They use patterns in their data to suggest explanations and refer to data when they report findings. They describe ways to improve the fairness of their methods and communicate their ideas, methods and findings using a range of text types.

Adapted from a template provided by Earnshaw State College P-6 Curriculum, Assessment and Reporting Plan (Created T22014)
<table>
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<tr>
<th>Unit 1</th>
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<th>Unit 6</th>
<th>Unit 7</th>
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<tr>
<td><strong>Gymnastics/Dance</strong></td>
<td><strong>Athletics</strong></td>
<td><strong>Two Handed Striking</strong></td>
<td><strong>Skipping</strong></td>
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<td>• Basic movement</td>
<td>• Spraying</td>
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<td>• Statics</td>
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<td>• Catching</td>
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<td>• Floor Work &amp; Supports</td>
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<td>• Jumps, Springs &amp; Landing</td>
<td>• -Relays</td>
<td>• Running Bases</td>
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<td>• Balancing</td>
<td>• Shot Put</td>
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<td>• Rolls</td>
<td>• Discus</td>
<td>• Rules</td>
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<td>• Simple dance movements and formations</td>
<td>• High Jump</td>
<td>• Technique</td>
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<tr>
<td>• Circuit work using a variety of equipment</td>
<td>• Long Jump</td>
<td>• Class Challenge</td>
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<td><strong>Cross Country</strong></td>
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<td>• Course Familiarisation</td>
<td>• Passing</td>
<td><strong>Health</strong></td>
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<td>• Course Safety</td>
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<td>• Distance Running</td>
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<td><strong>Heath</strong></td>
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<td>• Run event by competitive and social distances</td>
<td>• Dribbling</td>
<td><strong>The Dangers of Stormwater Drains and Flooded Roads</strong></td>
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</table>

**Unit 1 – Exploring the development of British colonies in Australia**

**Inquiry Question/s:**
1. How did an Australian colony develop over time and why?
2. How did colonial settlement change the environment?
3. What did we know about the lives of people in Australia’s colonial past and how do we know?

*In this unit, students:
- recognise key events and people in Australia during the 1800s
- sequence key events related to the development of British colonies in Australia
- investigate the economic, political and social motivations behind colonial developments, particularly the establishment of the Van Diemen’s Land and Moreton Bay colonies
- use provided sources to examine and describe continuities and changes to a British colony in Australia during the 1800s
- use provided sources to examine and describe the impacts of colonisation on the environment and Aboriginal peoples.*

**Collection of work — Colonial life in Moreton Bay**

The purpose of this assessment is to identify the cause and effect of changes and continuities in a colony and develop a narrative in role as a free settler to describe their experiences.

The assessment will gather evidence of the student’s ability to:
- identify and describe the cause and effect of colonisation and describe the experiences of people in the past
- identify a range of sources and locate and record information about the colony of Queensland
- develop and organise a narrative using historical terms and concepts.

**Unit 2 – Investigating the colonial period in Australia**

**Inquiry Question/s:**
1. What were the significant events and who were the significant people that shaped Australian colonies?
2. What do we know about the lives of people in Australia’s colonial past and how do we know?
3. How did colonial settlement change the environment?

*In this unit, students:
- recognise key events and people in Australia during the 1800s
- investigate the economic, political and social motivations behind colonial developments, particularly the establishment of the Van Diemen’s Land and Moreton Bay colonies
- use provided sources to examine and describe continuities and changes to a British colony in Australia during the 1800s
- use provided sources to examine and describe the impacts of colonisation on the environment and Aboriginal peoples.*

**Research - oral presentation**

This technique is used to assess students’ abilities to research, collect, analyse and draw conclusions about sources. Students follow an inquiry approach that aligns with the historical skills strand and communicate their findings, using non-written text-types specific to the study of history.

The assessment will gather evidence of the student’s ability to:
- plan a research project
- develop questions to frame an historical inquiry
- identify a range of sources related to inquiry questions
- locate and record relevant information from sources in response to inquiry questions
- sequence the lives of people in chronological order
- describe the significance of people and events in bringing about change
- develop, organise and present an oral presentation (description), using historical terms and concepts.*
### Term 1

#### Unit 1

1. **Historical Knowledge**
   - **Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800** (ACHHK093)
   - **The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed** (ACHHK094)
   - **The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought** (ACHHK095)
   - **The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony** (ACHHK096)
   - **The role that a significant individual or group played in shaping a colony, for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples** (ACHHK097)

#### Unit 2

1. **Historical Skills**
   - **Chronology, terms and concepts**
   - **Historical questions and research**
   - **Analysis and use of sources**
   - **Perspectives and interpretations**
   - **Explanation and communication**

### Term 2

#### Unit 3

1. **Historical Knowledge**
   - **Chronology, terms and concepts**
   - **Historical questions and research**
   - **Analysis and use of sources**
   - **Perspectives and interpretations**
   - **Explanation and communication**

#### Unit 4

1. **Historical Understanding**
   - **The key concepts of historical understanding are:**
     - **Sources**
     - **Continuity and change**
     - **Cause and effect**
     - **Perspectives**
     - **Empathy**
     - **Significance**

### Term 3

#### Unit 5

1. **Historical Knowledge**
   - **Sequence historical people and events** (ACHHS098)
   - **Use historical terms and concepts** (ACHHS099)
   - **Identify questions to inform an historical inquiry** (ACHHS100)
   - **Identify and locate a range of relevant sources** (ACHHS101)
   - **Locate information related to inquiry questions in a range of sources** (ACHHS102)
   - **Compare information from a range of sources** (ACHHS103)
   - **Identify points of view in the past and present** (ACHHS104)
   - **Develop texts, particularly narratives and descriptions, which incorporate source materials** (ACHHS105)
   - **Use a range of communication forms (oral, graphic, written) and digital technologies** (ACHHS106)

### Term 4

#### Unit 6

1. **Historical Knowledge**
   - **Historical people and events**
   - **Use historical terms and concepts**
   - **Historical questions and research**
   - **Analysis and use of sources**
   - **Perspectives and interpretations**
   - **Explanation and communication**

#### Unit 7

1. **Historical Skills**
   - **Historical people and events**
   - **Use historical terms and concepts**
   - **Historical questions and research**
   - **Analysis and use of sources**
   - **Perspectives and interpretations**
   - **Explanation and communication**

#### Unit 8

1. **Historical Understanding**
   - **The key concepts of historical understanding are:**
     - **Sources**
     - **Continuity and change**
     - **Cause and effect**
     - **Perspectives**
     - **Empathy**
     - **Significance**

**Unit 1 – Exploring how people and places affect one another**

In this unit, students:
- draw on studies at the national scale, including Australia and the location of major countries in Europe and North America
- recognise the purpose and types of geographical questions
- collect and record relevant geographical data and information from secondary sources, to identify the influence of the environment on the human characteristics of places
- collect and record relevant geographical data and information from primary sources, to identify the influence of people on human characteristics of places
- represent in a graphic form climate data for places and interpret the effect of climate on the environmental and human characteristics of a place
- construct large-scale and small-scale maps conforming to cartographic conventions to locate and label places and their major environmental and human characteristics
- propose action in response to a geographical challenge and identify the expected effects of their proposed action.

**Unit 2 – Exploring how places are changed and managed by people**

In this unit, students:
- draw on studies at the national scale, including Australia
- identify and describe how places are affected by the interconnection between people, places and environments
- develop an inquiry question about responding to the geographical challenge of bushfire or flood, and plan an inquiry
- collect and record relevant geographical data and information from primary and secondary sources, to identify the influence of people on the human characteristics of places, including how the use of space within a place is organised
- propose ways of people can respond to a geographical challenge and identify the expected effects of their proposed action.

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46  Adapted from a template provided by Earnshaw State College P-6 Curriculum, Assessment and Reporting Plan (Created T2014)
### Geographical Knowledge and Understanding

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
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<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 5</strong></td>
<td><strong>Unit 6</strong></td>
<td><strong>Unit 7</strong></td>
<td><strong>Unit 8</strong></td>
</tr>
</tbody>
</table>

#### Earth, Place, Environment

- The assessment will gather evidence of the student's ability to:
  - develop geographical questions and collect and record information from a range of sources to answer these questions
  - describe the interconnections between people, places and environments and identify the effect of these interconnections on the characteristics of places and environments
  - identify alternative views on how to respond to a geographical challenge and propose a response
  - present findings using geographical terminology in a range of communication forms
  - propose action in response to a geographical challenge and identify the expected effects of their proposed action

#### Human and environmental processes shape places

- The location of the major countries of Europe and North America in relation to Australia, and the influence of people on the environmental characteristics of places in at least two countries from both continents (ACHGK026)
- The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHGK027)
- The influence of the environment on the characteristics of a place (ACHGK031)
- The influence people have on the characteristics of places and the management of spaces within them (ACHGK032)
- The impact of biophysical or floods on environments and how people can respond (ACHGK033)

#### Human and environmental processes shape places

- Concept for geographical understanding

- **Place**
  - Place is part of the earth’s surface and can be described by location, shape, boundaries, environmental and human characteristics. Places are unique and play a fundamental role in human life. They may be perceived, experienced, understood and valued differently. They range in size from a part of a room to a major world region. For Aboriginal Peoples and Torres Strait Islander Peoples, Place/Country is important for its significance to culture, identity and spirituality.

- **Space**
  - Space is defined by the location of environmental and human activities across the earth’s surface to form distributions and patterns. Spaces are perceived, structured, organised and managed and can be designed and redefined to achieve particular purposes. Space can be explored at different levels or scales.

#### Geographical inquiry and skills

- **Observing, questioning and planning with others**
  - Develop geographical questions to investigate and plan an inquiry (ACHGK034)

- **Collecting, recording, evaluating and representing**
  - Collect and record relevant geographical data and information, using ethical protocols, from primary and secondary sources, for example, people, maps, plans, photographs, satellite images, statistical sources and reports (ACHGK035)
  - Represent geographical data and other information, using digital and spatial technologies as appropriate (ACHGK036)
  - Interpret geographical data and other information, using digital and spatial technologies as appropriate to identify spatial distributions, patterns and trends, and infer relationships to draw conclusions (ACHGK037)

- **Communicating**
  - Present findings and ideas in a range of communication forms, for example, written, oral, graphic, tabular, visual, maps; using geographical terminology, and digital technologies as appropriate (ACHGK038)

- **Reflecting and responding**
  - Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people (ACHGK039)

#### Human and environmental processes shape places

- Environment

- Sustainability

- Sustainability addresses the ongoing capacity of the Earth to maintain all life. It is both a goal and a way of thinking about how to progress towards that goal. Sustainable practices of living meet the needs of the present without compromising the ability of future generations to meet their needs (economic, social and environmental). Sustainability depends on the maintenance or restoration of the features that sustain life and human wellbeing.

- **Scale**
  - Scale can be described as different spatial levels used to investigate phenomena or represent phenomena visually (maps, images, graphs), from the personal to the local, national, regional, regions of the world and global levels. Scale is also used to differentiate geographical gaps for explanations or outcomes at different levels. Scale may be perceived differently by groups and can be used to elevate or diminish the significance of an issue, for example, a local issue or global issue.

- **Change**
  - Geographical phenomena are constantly changing over time and across space because the world is dynamic. Environmental, economic, social and technological change is spatially uneven, affecting places differently. The time periods for environmental change may range from a few moments, as in an earthquake, to thousands of years, as in continental drift.

### PACIFIC PINES HIGH SCHOOL

**Visual Art**

- **Elements**: colour, line, texture, shape, form, space, light, value, structure, pattern, gesture, mood, movement, time, place, composition, and presentation.

- **Concepts (main)**: environment, context, experiment, trend, reflection, audience, intention, purpose, time, space, politics, conflict, and technique.

- **Media**: film, sound, dance, music, visual arts, literature, photography, graphic design, digital images, and other arts practices.

- **Substrate**: paper, wall, floor, fabric, wood, glass, light, materials, movement, and the human body.

- **Process**: creation, interpretation, and evaluation.

### ACARA

In Years 5 and 6, students develop knowledge and understanding of the key features and processes of Australia’s systems of government and socio-political issues. Students develop their understanding of citizenship in the context of local, national, regional and global communities, and the skills that enable active and informed citizenship.

### P&L 1.2.1 Assessment: Students participate in a mock parliament

**Parliament for Our Place: SODE (Citizenship)**

In this unit students explore the concepts of citizenship and living in a democracy. Students investigate the challenges of living in a diverse society where everyone has responsibilities. Students will:

- **take on the roles of birds from the different habitats of Cockatoo Island to look at the notion of electors**
- **consider the diversity of aspirations, values and needs and the role of the legal system to protect rights and responsibilities**
- **consider the ways that voices can be heard and represented and explore free speech, civic participation, elections, voting and representation.**
- **take on the roles of legislators in the elected parliament.**
- **learn about the origins of Australia’s government system in ancient Greece, Britain and the United States.**

**ACARA**

In Years 5 and 6, students develop knowledge and understanding of the key features and processes of Australia’s systems of government and socio-political issues. Students develop their understanding of citizenship in the context of local, national, regional and global communities, and the skills that enable active and informed citizenship.
### YEAR 6 OVERVIEW

By the end of Year 6, students explore connections between their own experiences and those of characters in a variety of contexts in literature. In discussion and in writing, they share key characteristics of texts by different authors, and the variations in ways authors represent ideas, characters, and events. They analyse and explain how specific structures, language features, and simple literary devices contribute to the main purposes of texts and their effects on readers and viewers. They identify and record key points to clarify meaning, and distinguish between relevant and irrelevant supporting detail. They use appropriate forms and features of text to support personal responses and to develop reasoned viewpoints. They compare and accurately summarise information on a particular topic from different texts and make well-supported generalisations about the topic. Students create well-structured written, spoken and multimodal texts for a range of tasks by different authors, and for a broader national and international audience. They make considered choices in spoken and written texts from an expanding vocabulary, and growing knowledge of grammatical patterns, simple sentence structures, cohesive links, and literary devices. They use some complex sentences to connect and develop ideas in written texts. They select specific details to sustain a point of view. They organise longer written texts by using paragraphs or other more complex structures on particular aspects of the topic. They clarify and explain how choices of language and literary features were designed to influence the reader or audience and their purposes. They collaborate with others to share and evaluate ideas and opinions, and to develop different points of view. They discuss and compare personal opinions about literary texts, and respond constructively to others’ opinions.

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### Language

- **Literature**
  - **U1**
  - **U2**
  - **U3**
  - **U4**
  - **U5**
  - **U6**
  - **U7**
  - **U8**

- **Text structure and organisation**
  - **U1**
  - **U2**
  - **U3**
  - **U4**
  - **U5**
  - **U6**
  - **U7**
  - **U8**

- **Expressing and developing ideas**
  - **U1**
  - **U2**
  - **U3**
  - **U4**
  - **U5**
  - **U6**
  - **U7**
  - **U8**

- **Literature**
  - **U1**
  - **U2**
  - **U3**
  - **U4**
  - **U5**
  - **U6**
  - **U7**
  - **U8**

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### Reading comprehension

**Exam/Test** Students read and view a range of short stories by different authors. They investigate and compare similarities and differences in the ways authors use text structure, language features and strategies to create humourous effects. They complete a comprehension task on a particular short story and other short stories they have read. **Writing short story** Students read and view short stories, and write a short story about a character who faces a conflict. Students reflect on the writing process and editorial choices.

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### Analytical response to a news report

**Written** Students write an analytical response to a news report that evaluates the language features and text structures in previously seen news reports and the main purposes of texts to support personal responses and to develop reasoned viewpoints.

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### Exploring literary texts

**Creative/Experiment** Students produce and experiment with literary texts for different purposes. They create a literary text that establishes time and place for the reader and explores personal experiences. **Written** Students write a letter to a student at your school in the future to evoke a sense of time and place.

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### Panel discussion

**Creative** Students participate in a panel discussion to analyse and evaluate the style of an individual.

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### Argue a point of view

**Written** Write an argument to persuade the reader: Proposition 1: “That a good literary text can deliver a more powerful message than a good informative text”.

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### Transforming a text

Students read and compare literary and informative texts such as websites or information books that deal with a sustainability issue. Students transform an informative text into a literary text for younger audiences.
By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret time tables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those for two categorical variables. They evaluate secondary data displayed in the media. Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students list and communicate probabilities using simple fractions, decimals and percentages.

<table>
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<td><strong>Unit 8</strong></td>
</tr>
<tr>
<td>Number and place value</td>
<td>Using units of measurement</td>
<td>Fractions and decimals</td>
<td>Money and financial mathematics</td>
<td>Fractions and decimals</td>
<td>Money and financial mathematics</td>
<td>Chance</td>
<td>Using units of measurement</td>
</tr>
<tr>
<td>Identify and describe properties of prime and composite numbers, select and apply mental and written strategies to problems involving whole numbers</td>
<td>Solve problems involving the comparison of lengths and areas, and interpret and use timetables</td>
<td>Apply mental and written strategies to add and subtract decimals, solve problems involving decimal calculations, make generalisations about multiplying whole numbers and decimals by 10, 100 and 1000, apply mental and written strategies to multiply decimals by 1-digit whole numbers</td>
<td>Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items</td>
<td>Add and subtract fractions with related denominators, add and subtract decimals, solve problems involving addition and subtraction of fractions with the same or related denominators, find a simple fraction of a quantity, and make connections between equivalent fractions, decimals and percentages</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>Make connections between fractions, decimals and percentages, and solve problems involving fractions and decimals</td>
<td>Connect decimals to the metric system, convert between units of measure, solve problems involving length and area and connect volume and capacity</td>
</tr>
<tr>
<td>Data</td>
<td>Fractions and decimals</td>
<td>Number and place value</td>
<td>Fractions and decimals</td>
<td>Fraction and financial mathematics</td>
<td>Number and place value</td>
<td>Fractions and decimals</td>
<td>Fractions and decimals</td>
</tr>
<tr>
<td>Data: Use different types of data displays, interpret data displays, investigate the similarities and differences between different data displays and identify the purpose and use of different displays and identify the difference between categorical and numerical data</td>
<td>Fractions and decimals: solve problems involving addition and subtraction of fractions with the same or related denominators, find a simple fraction of a quantity, and make connections between equivalent fractions, decimals and percentages</td>
<td>Number and place value: Identify and describe decimal numbers and describe the rule used to create these sequences, explore the use of order of operations to perform calculations</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</td>
<td>Money and financial mathematics: Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items</td>
<td>Money and financial mathematics: Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items</td>
<td>Money and financial mathematics: Connect fractions and percentages, calculate percentages, calculate discounts of 10%, 25% and 50% on sale items</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 decimal remainders, make connections between fractions, decimals and percentages, and solve problems involving fractions and decimals</td>
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<tr>
<td>Chance</td>
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</tr>
<tr>
<td>Data representation and interpretation: Compare primary and secondary data, source secondary data, explore data displays in the media, identify how displays can be misleading, problem solve and reason by manipulating secondary data</td>
<td>Fractions and decimals: Add and subtract fractions with related denominators, add and subtract decimals, multiply decimals by whole numbers, divide numbers that result in decimal remainders, make connections between fractions, decimals and percentages, and solve problems involving fractions and decimals</td>
<td>Money and financial mathematics: Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items</td>
<td>Connect decimals to the metric system, convert between units of measure, solve problems involving length and area and connect volume and capacity</td>
<td>Patterns and algebra: Continue and create sequences involving whole numbers, fractions and decimals, describe the rule used to create the sequence and apply the order of operations to solve calculations</td>
<td>Patterns and algebra: Continue and create sequences involving whole numbers, fractions and decimals, describe the rule used to create the sequence and apply the order of operations to solve calculations</td>
<td>Patterns and algebra &amp; Number and place value: Represent number patterns in a table and graphically, write a rule to describe a pattern, apply the rule to find the value of unknown terms, solve integer problems, plot coordinates in all four quadrants, solve problems using the order of operations, solve multiplication and division problems using a written algorithm</td>
<td>Connect decimals to the metric system, convert between units of measure, solve problems involving length and area and connect volume and capacity</td>
</tr>
<tr>
<td>Data Decoder</td>
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<tr>
<td>Short answer questions</td>
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<td>Short answer questions</td>
<td>Short answer questions</td>
<td>Short answer questions</td>
<td>Short answer questions</td>
</tr>
<tr>
<td>Students interpret and use timetables and cost information to determine a travel schedule</td>
<td>There is no summative assessment of student learning in this unit. Monitor student progress throughout this unit.</td>
<td>Investigating angles: Short answer questions. Students find unknown angles using the relationships between angles on a straight line, vertically opposite angles and angles at a point.</td>
<td>Number properties, patterns and computation: Short answer questions. Students identify, describe and sequence whole numbers according to their properties and solve problems.</td>
<td>Solving measurement problems: Short answer questions. Purpose: To convert units of measure, connect volume and capacity and solve problems involving perimeter and area.</td>
<td>Is the game “Dice difference” fair? Written. To apply knowledge of chance events, expected and observed frequencies to develop arguments and improve game fairness.</td>
<td>There is no summative assessment of student learning in this unit.</td>
<td>There is no summative assessment of student learning in this unit.</td>
</tr>
</tbody>
</table>

Adapted from a template provided by Earnshaw State College P-6 Curriculum, Assessment and Reporting Plan (Created T22014)
### Term 1: Energy and Electricity (Term 1)

**Unit 1: Making changes (Term 2)**
- **Students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions.**
- **Students identify and assess risks, make observations and accurately record data and develop explanations. They suggest improvements which can be made to their methods to improve the investigation.**
- **Students explore the effects of reversible and irreversible changes in everyday materials and how this is used to solve problems that directly affect peoples’ lives.**

**Reversible or irreversible? Assignment/project**
- **Students apply knowledge of reversible and irreversible changes of materials to investigate a claim.**

**Energy and electricity**
- **Assignment/project**
- **Students identify the requirements for the transfer of electricity in a circuit and to describe transformations in the generation and use of electricity.**

**Natural events and change Exam/test**
- **Students explain how natural events cause rapid changes to the Earth’s surface. They consider the effects of environmental changes on individual living things. Students explain how scientific knowledge is used in decision making and identify contributions to the development of science by people from a range of cultures.**

**Mouldy bread Assignment/project**
- **Students develop an investigable question, plan and conduct an investigation, identifying potential risk, analyse data to identify environmental factors that contribute to mould growth in bread and apply this knowledge to practical situations.**

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### Term 3: Our changing world

**Unit 3: Our changing world**
- **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.**

**Natural science**
- **Assignment/project**
- **Students identify the requirements for the transfer of electricity in a circuit and to describe transformations in the generation and use of electricity.**

**Exam/test**
- **Students explain how natural events cause rapid changes to the Earth’s surface. They consider the effects of environmental changes on individual living things. Students explain how scientific knowledge is used in decision making and identify contributions to the development of science by people from a range of cultures.**

---

### Term 4: Life on Earth

**Unit 4: Life on Earth**
- **Students explore the environmental conditions that affect the growth and survival of living things. They use simulations to plan and conduct fair tests and analyse the results of these tests. Students pose questions, plan and conduct investigations into the environmental factors that affect the growth of bean seeds. They gather, record and interpret observations relating to their investigations. Students consider human impact on the environment and how science knowledge can be used to inform personal and community decisions. They recommend actions to develop environments for native plants and animals.**

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### Number and Algebra

**Unit 2: Energy and electricity (Term 1)**
- **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.**

**Mouldy bread Assignment/project**
- **Students develop an investigable question, plan and conduct an investigation, identifying potential risk, analyse data to identify environmental factors that contribute to mould growth in bread and apply this knowledge to practical situations.**

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### Measurement and Geometry

**Unit 3: Our changing world**
- **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.**

**Mouldy bread Assignment/project**
- **Students develop an investigable question, plan and conduct an investigation, identifying potential risk, analyse data to identify environmental factors that contribute to mould growth in bread and apply this knowledge to practical situations.**

---

### Fractions and decimals

**Unit 2: Energy and electricity (Term 1)**
- **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.**

**Mouldy bread Assignment/project**
- **Students develop an investigable question, plan and conduct an investigation, identifying potential risk, analyse data to identify environmental factors that contribute to mould growth in bread and apply this knowledge to practical situations.**
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</thead>
<tbody>
<tr>
<td><strong>Science understanding</strong></td>
<td><strong>Science inquiry skills</strong></td>
<td><strong>Science understanding</strong></td>
<td><strong>Science inquiry skills</strong></td>
</tr>
<tr>
<td>Biological sciences: The growth and survival of living things are affected by the physical conditions of their environment (ACSSU094)</td>
<td><strong>Questioning and predicting</strong></td>
<td><strong>Science understanding</strong></td>
<td><strong>Science inquiry skills</strong></td>
</tr>
<tr>
<td>Chemical sciences: Changes to materials can be reversible, such as melting, freezing, evaporating, or irreversible, such as burning and rusting (ACSSU095)</td>
<td><strong>Planning and conducting</strong></td>
<td><strong>Science understanding</strong></td>
<td><strong>Science inquiry skills</strong></td>
</tr>
<tr>
<td>Earth and space sciences: Sudden geological changes or extreme weather conditions can affect Earth’s surface (ACSSU096)</td>
<td></td>
<td><strong>Processing and analyzing data and information</strong></td>
<td></td>
</tr>
<tr>
<td>Physical sciences: Electric circuits provide a means of transferring and transforming electricity (ACSSU097)</td>
<td></td>
<td><strong>Evaluating</strong></td>
<td></td>
</tr>
<tr>
<td>Science as a human endeavour: Energy from a variety of sources can be used to generate electricity (ACSSU219)</td>
<td></td>
<td><strong>Communicating</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Scientific understanding, discoveries and inventions are used to solve problems that directly affect people’s lives</strong> (ACSHS100)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nature and development of science: Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena (ACSHS098)</td>
<td></td>
<td><strong>Scientific knowledge is used to inform personal and community decisions</strong> (ACSHS220)</td>
<td></td>
</tr>
</tbody>
</table>

**Technology as a human endeavour**

- Design and development of products are influenced by societies' changing needs and wants, and include artefacts, systems, environments and services.
- Decisions made about the design, development and use of products can impact positively or negatively on people, their communities and environments.
- Resources are selected according to their characteristics, to match requirements of design challenges and suit the user.
- Techniques and tools are selected to manipulate or process resources to enhance the quality of products and to match design ideas, standards and specifications.

**Technology influences and impacts on people, their communities and environments.**

<table>
<thead>
<tr>
<th>Yr6</th>
<th>Yr7</th>
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<tr>
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</tbody>
</table>

| Task | Design a Physical Game to play outdoors. | Task | As unique individual designers, students will complete their own free choice for Design Challenge. |

**Unit 1 – Investigating the development of the Australian nation (Term 1) (Links to SOSE PA&E)**

- Inquiry questions: Why and how did Australia become a nation? How did Australian society change throughout the twentieth century?

**Unit 2 – Investigating the development of Australia as a diverse society (Term 3) Links to English Unit 5**

- Inquiry questions: Who were the people who came to Australia? Why did they come? What contribution have significant individuals and groups made to the development of Australian society? How did Australian society change throughout the 20th century?

Adapted from a template provided by Earnshaw State College P-6 Curriculum, Assessment and Reporting Plan (Created 2015)
Research – Historical inquiry

This technique is used to assess students’ abilities to research, collect, analyse and draw conclusions about sources. Students follow an inquiry approach that aligns with the historical skills strand and communicate their findings, using written and non-written text-types specific to the study of history. The assessment will gather evidence of the student’s ability to:

- Develop questions to guide research
- Identify a range of sources
- Locate and compare information to answer inquiry questions
- Identify and describe points of view or experiences of individuals or groups of people
- Represent a sequence of key events or personal milestones on a timeline
- Develop a narrative, incorporating relevant sources and using historical terms and concepts, to explain the significant experiences or contributions of an individual or group.

**Key figures and events that led to Australia’s Federation, including British and American influences on Australia’s system of law and government (ACHHK112)**

**Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children (ACHHK114)**

**Stories of groups of people who migrated to Australia (including from one Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war (ACHHK115)**

**The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport (ACHHK116)**

**Identify questions to inform an historical inquiry (ACHHS119)**

**Identify and locate a range of relevant sources (ACHHS120)**

**Locate information related to inquiry questions in a range of sources (ACHHS121)**

**Compare information from a range of sources (ACHHS122)**

**Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS124)**

**Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS125)**

**Continuity and change**

- Continuities are aspects of the past that have remained the same over certain periods of time. Changes are events or developments from the past that represent modifications, alterations and transformations.

**Cause and effect**

- The relationship between a factor or set of factors (cause/s) and consequence/s (effect/s). These form sequences of events and developments over time.

**Perspectives**

- A point of view or position from which events are seen and understood, and influenced by age, gender, culture, social position and beliefs and values.

**Empathy**

- An understanding of the past from the point of view of the participant/s, including an appreciation of the circumstances faced, and the motivations, values and attitudes behind actions.

**Significance**

- The importance that is assigned to particular aspects of the past, such as events, developments, movements and historical sites, and includes an examination of the principles behind the selection of what should be investigated and remembered.

**Sources**

- Written or non-written materials that can be used to investigate the past. A source becomes ‘evidence’ if it is of value to a particular inquiry.

**Chronology, terms and concepts**

- Sequence historical people and events (ACHHS117)

**Use historical terms and concepts (ACHHS118)**

**Historical questions and research**

- Identify and locate a range of relevant sources (ACHHS120)

**Analysis and use of sources**

- Locate information related to inquiry questions in a range of sources (ACHHS121)

**Perspectives and interpretations**

- Identify points of view in the past and present (ACHHS123)

**Explanation and communication**

- Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS124)

- Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS125)
Students develop geographical questions to frame an inquiry. They locate relevant information from a range of sources to answer inquiry questions. They represent data and the location of places and their characteristics in different graphic forms, including large-scale and small-scale maps that use cartographic conventions of border, scale, legend, title and north point. Students interpret data and other information to identify patterns and trends, and infer relationships and draw conclusions. They present findings and ideas using geographical terminology and graphic representations in a range of communication forms. They propose action in response to a geographical challenge and describe the expected effects of their proposal.

Unit 2 – Exploring Australia’s connections with other countries (Term 4)
Inquiry questions:
- What are Australia’s global connections between people and places?
- How do people’s connections to places affect their perception of them?
- Evaluate sources for their usefulness and represent data in different forms for example, maps, plans, graphs, tables, sketches and diagrams.
- Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal.

Geographical Knowledge and Understanding

A diverse and connected world

The location of the four countries of the Asia region in relation to Australia, and the geographical diversity within the region (ACHGK031)

Differences in the economic, demographic and social characteristics between countries across the world (ACHGK032)

The world’s cultural diversity, including that of its Indigenous peoples (ACHGK033)

The various connections Australia has with other countries, and how these connections change people and places (ACHGK034)

The effect that people’s connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places (ACHGK035)

Geographical inquiry and skills

Observing, questioning and planning

Develop geographical questions to investigate and plan an inquiry (ACHG5040)

Collecting, representing and evaluating data

Collect and record relevant geographical data and information, using ethical protocols, from primary and/or secondary sources, on how these connections change people and places and evaluate sources for their usefulness (ACHG5041)

Sustainabil- ity

Sustainability addresses the ongoing capacity of the Earth to maintain all life. It is both a goal and a way of thinking about how to progress towards that goal. Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs (economic, social and environmental). Sustainability depends on the maintenance or restoration of the functions that sustain all life and human wellbeing.

Reflecting and responding

Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people (ACHG5046)
### Visual Arts

- **Term 1:** Visual Art involves modifying visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering intended audiences and intended purposes, through images and objects.
  - Blended, controlled and symbolic colour is used to create depth, representation and symbolism
  - Descriptive and emotive lines are used to create abstraction, proportion and symbolism
  - Negative space and positive shape are used to create abstraction, non-representation and proportion
  - Actual, invented and simulated textures are used to create depth, representation and non-representation

- **Term 2:** Drama involves modifying dramatic elements and conventions to express ideas, considering intended audiences and intended purposes, through dramatic action based on real or imagined events.
  - Roles and characters can be presented from different perspectives and in different situations, using variations in voice, movement and focus
  - Purpose and context are considered when modifying mood, time frames, language, place and space, and are used to express ideas
  - Dramatic action is interpreted, prepared and shaped through scenarios and scripts

- **Term 3:** Media involves constructing meaning, considering intended audiences and intended purposes, by modifying media languages and technologies to create representations.
  - Still and moving images, sounds and words are applied and modified, using genre conventions, to construct media texts
  - Media techniques and practices, including editing and publishing, are used to create media texts
  - Representations in media texts have specific purposes and are modified to maximise audience impact

- **Term 4:** Dance involves using the human body to express ideas, considering intended audiences and intended purposes, by modifying dance elements in movement sequences.
  - Combinations of locomotor and non-locomotor movements are used to create actions for movement sequences
  - Directional focus is used to draw attention in space in movement sequences
  - Suspending and vibrating movement qualities are used to modify energy
  - Structuring devices, including transitions, motifs and improvisation forms, are used to organise movement sequences

- **Visual Arts:**
  - Art portfolio (colour, line, texture, patterning) of different art pieces completed throughout the semester. Art appreciation of a famous artist.

- **Drama:**
  - Students present roles of different groups during Australia’s path to Federation.

- **Media:**
  - Audio recording of letter to the future. (linked to English c2c Unit 5)

- **Dance:**
  - Pacific Pines High School Workshops culminating in a class dance for graduation.

### Health

- **Term 1:** Health is multidimensional and influenced by individual, group and community actions, and environments.
  - Health has physical, social, emotional, cognitive and spiritual (relating to beliefs) dimensions, which are interrelated
  - Family, peers and the media influence health behaviours
  - Individuals, groups and communities act on the advice in health promotion campaigns to promote health and wellbeing, including safety, and contribute to management of health risks
  - Food groups are rich in particular nutrients, and food intake can be adapted to meet changing needs during adolescence

- **Term 2:** Personal development
  - Beliefs, behaviours and social and environmental factors influence relationships and self-management and shape personal development.
  - Identity and self-image are influenced by environmental factors, including the media, and social expectations of age, gender and culture
  - Assuming roles and responsibilities, experiencing leadership opportunities, respecting cultural protocols and differences and working well with others, develops positive identity and self-esteem
  - Life events and transitions can be dealt with through meaning-making, resilience strategies, and use of personal and community resources

- **Term 3:** Athletics
  - Sprinting
    - Starts
    - Finishes
    - Relays
  - Shot Put
  - Discus
  - High Jump
  - Long Jump
  - 100m
  - 800m

- **Term 4:** OZ Tag
  - Fundamental Skills
  - Passing
  - Stepping
  - Tagging
  - Play the ball
  - Positional Play/Game Sense
  - Scoring, rules, organisation and safety
  - Modified games progressing to actual game play.
null
The document discusses the Year 7 mathematics curriculum, covering topics such as linear equations, geometric reasoning, data representation and interpretation, and number and place value.

**Number and Place Value**
- Investigate index notation, square roots and square numbers, apply the associative, commutative and distributive laws to aid computation.
- Real numbers: solve problems involving addition and subtraction of fractions, express common fractions as percentages and calculate percentages of a quantity.
- Geometric reasoning: explore generalisations about the sum of interior angles in triangles and quadrilaterals, find unknown angles using these generalisations.
- Patterns and algebra: explore the concept of a variable, represent numbers using variables and write simple algebraic expressions.
- Data representation and interpretation: construct and compare a range of data displays, locate and identify features of sets of data and interpret the outcomes of data.
- Basketball scores: short answer questions: students calculate the angle sum of triangles and quadrilaterals and classify them according to side and angle properties.

**Number and Algebra**
- Properties of triangles and quadrilaterals: short answer questions: students calculate the angle sum of triangles and quadrilaterals and classify them according to side and angle properties.
- Algebra and algebra relationships: short answer questions: students connect variables to real-life situations and use variables to describe and explain the relationship between two or more quantities.
- Best buys: short answer questions: students compare the cost of items to make financial decisions.
- Number and place value: solve problems involving the comparison, addition and subtraction of integers, and the relationship between perfect squares and square roots. Students solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties of numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional representations. They solve simple numerical problems involving angles formed by a transversal crossing two parallel lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays.
- Number and place value: compare fractions, decimals, and percentages, and their equivalences. They express one quantity as a fraction or a percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel lines. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.
- Best buys: short answer questions: students compare the cost of items to make financial decisions.
- Number and place value: add and subtract integers, apply Order of Operations to numerical expressions involving negative numbers and indices and compare integers expressed in different formats. Real numbers: use models to investigate the multiplication of fractions and decimals, identify generalisations and apply a range of strategies to multiply or divide fractions and decimals and find the percentage of a quantity. Linear and non-linear relationships: solve simple linear equations and word problems. Location and transformation: describe and perform transformations and combinations of transformations, including translation, reflection and rotation.
- Basketball scores: short answer questions: students calculate the angle sum of triangles and quadrilaterals and classify them according to side and angle properties.

**Number and Measurement**
- Investigate index notation and represent whole numbers as products of prime numbers (ACMNA149).
- Investigate and use square roots of perfect square numbers (ACMNA150).
- Apply the associative, commutative and distributive laws to aid mental and written computation (ACMNA151).
- Compare, order, add and subtract integers (ACMNA218).
- Real numbers: compare fractions using equivalence. Locate and represent positive and negative fractions and mixed numbers on a number line (ACMNA152).
- Solve problems involving addition and subtraction of fractions, including those with unrelated denominators (ACMNA153).
- Multiply and divide fractions and decimals using efficient written strategies and digital technologies (ACMNA154).
- Express one fraction as a fraction of another, and with and without the use of digital technologies (ACMNA155).
- Recognise and solve problems involving simple ratios (ACMNA173).
- Patterns and algebra: introduce the concept of variables as a way of representing numbers using letters (ACMNA175).
- Extend and apply the laws of properties of arithmetic to algebraic terms and expressions (ACMNA177).
- Linear and non-linear relationships: solve simple linear equations (ACMNA179).

**Measurement and Geometry**
- Create algebraic expressions and evaluate them by substituting a given value for each variable (ACMNA176).
- Solve simple linear equations (ACMNA179).
- Investigate, interpret and analyse graphs from authentic data (ACMNA183).

Adapted from a template provided by Earnshaw State College P-6 Curriculum, Assessment and Reporting Plan (Created T22014).
**Term 1: Water — waste not, want not**  
Water usage and conservation.  
- Students will learn about the importance of water and the water cycle.  
- They will investigate mixtures, including solutions, pure substances and a range of separation techniques.  
- Students will consider everyday applications of the separation techniques and relate their use in a variety of occupations.  
- They will plan and conduct investigations into the separation of mixtures and use their data to draw conclusions.  
- These understandings will be applied in unit 2 through other applications to their community.

**Unit 2: Water — waste not, want not (continued)**  
- Students will consider the importance of water and the water cycle.  
- They will investigate mixtures, including solutions, pure substances and a range of separation techniques.  
- Students will consider everyday applications of the separation techniques and relate their use in a variety of occupations.  
- They will plan and conduct investigations into the separation of mixtures and use their data to draw conclusions.  
- These understandings will be applied in unit 2 through other applications to their community.

**Unit 3: Moving right along — exploring motion**  
- Students will investigate what the effects of energy are on the motion of an object.  
- They will explore the relationship between mass and the effects of energy on an object.  
- Students will investigate the impact of friction on a moving object and the forces involved in simple machines.  
- They will 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.

**Unit 4: Moving right along — applications in real systems**  
- Students build on the concepts explored in Unit 3 and consider the application of these forces in everyday life.  
- They will apply knowledge to construct and test a balloon powered vehicle and investigate forces acting on the vehicle.  
- Students build on their understanding of simple machines to examine how changes to levers and pulley systems affect forces, within more complex systems.  
- Students investigate applications of forces in transport systems and consider how scientific and technological developments have improved vehicular safety.

**Unit 5: Heavenly bodies Earth and Moon**  
- Students learn about the interrelationships between the sun, Earth and moon system.  
- They will explore predictable phenomena such as eclipses, tides, phases of the moon and solar phenomena.  
- Students will explore science and technology have contributed to the issue of solar storms and their effects on Earth.  
- They will explore and compare cultural beliefs about phases of the moon and eclipses.  
- Further predictable phenomena will be studied in Unit 6: Sensational seasons.

**Unit 6: Sensational seasons**  
- This unit builds on the concepts covered in Unit 5, which examines the relative positions of the sun, Earth, moon and sun.  
- In this unit students examine the seasons, different cultural understandings of the seasons and explore how science understandings influence the development of practices within agriculture and marine and terrestrial resource management.  
- Students examine data about weather and climate from different sources and examine the impact of seasons on animals, plants and human livelihoods such as farming and fishing.

**Unit 7: Organising organisms**  
- This unit involves students classifying organisms based on their physical characteristics.  
- They will construct and use dichotomous keys to assist and describe classification.  
- Students analyse the effectiveness of dichotomous keys and suggest improvements.  
- They will explore feeding relationships between organisms in an environment using food chains and food webs and will apply these understandings to Unit 8, Affecting organisms.

**Unit 8: Affecting organisms**  
- In this unit students identify how human activity can impact food webs in the marine environment.  
- Students will examine the work of scientists in Antarctica.  
- They will explore native food webs and how these were understood and used by Aboriginal peoples.  
- These understandings follow on from Unit 7 where students classified and explored the interrelationship between organisms in an environment through food chains and food webs.

This unit needs to follow Unit 7:

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**Science inquiry skills**

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<tr>
<td>Summarise data from own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions</td>
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<tr>
<td>Communicate ideas, findings and solutions to problems using scientific language and representations using digital technologies as appropriate</td>
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</tbody>
</table>

*Adapted from a template provided by Earnshaw State College P-6 Curriculum, Assessment and Reporting Plan (Created T22014)*
by the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.

In this unit, students:
- explore the physical features of Egypt and how they influenced the civilisation that developed there
- investigate significant beliefs, values and practices of Egyptian society
- identify and understand the roles of key groups in ancient Egyptian society
- investigate the role of a significant individual and how they have been perceived by contemporaries and later historians
- examine the extent of contacts and conflicts within and/or with other societies and the resulting developments.

Research: Investigating an artefact — Assignment/Project.

The purpose of this assessment is to describe the context and nature of an ancient artefact and explain its purpose and significance in two paragraphs. The assessment will gather evidence of the student’s ability to:
- develop questions to frame a historical inquiry
- identify and select a range of sources and locate, compare and use information to answer inquiry questions
- interpret sources to identify the origin and purpose of an ancient artefact
- develop texts, particular descriptions and explanations to organise findings
- use historical terms and concepts, incorporate relevant sources and acknowledge these sources of information.

Unit 2: The Mediterranean World – Egypt

Inquiry questions:
- What emerged as the defining characteristics of ancient societies?
- What have been legacies of ancient societies?

In this unit, students:
- explore the physical features of Egypt and how they influenced the civilisation that developed there
- investigate significant beliefs, values and practices of Egyptian society
- identify and understand the roles of key groups in ancient Egyptian society
- investigate the role of a significant individual and how they have been perceived by contemporaries and later historians
- examine the extent of contacts and conflicts within and/or with other societies and the resulting developments.

Supervised Assessment: Short Response Test Egypt — Exam/test.

The purpose of this technique is to assess student work that is produced independently, under supervision and in a set time frame. Students respond to questions based on historical sources in short answers or a paragraph. The assessment will gather evidence of the student’s ability to:
- describe events and developments from the perspective of different people who lived at the time
- identify the role of groups and the significance of particular individuals in society
- identify past events and developments that have been interpreted in different ways
- examine sources to explain points of view
- use information from sources to answer questions
- identify origin and purpose of sources when interpreting them.

Unit 3: The Asian World – China

Inquiry questions:
- What emerged as the defining characteristics of ancient societies?
- What have been legacies of ancient societies?

In this unit, students:
- explore the physical features of China and how they influenced the civilisation that developed there
- investigate significant beliefs, values and practices of Chinese society
- identify and understand the roles of key groups in ancient Chinese society
- investigate the role of a significant individual and how they have been perceived by contemporaries and later historians
- examine the extent of contacts and conflicts within and/or with other societies and the resulting developments.

Assessment: Short response test — Exam/test.

The purpose of this technique is to assess student work that is produced independently, under supervision and in a set time frame. Students respond to questions based on historical sources in short answers or a paragraph. The assessment will gather evidence of the student’s ability to:
- describe events and developments from the perspective of different people who lived at the time
- identify the role of groups and the significance of particular individuals in society
- identify past events and developments that have been interpreted in different ways
- examine sources to explain points of view
- use information from sources to answer questions
- identify origin and purpose of sources when interpreting them.
### Term 4

#### Inquiry question(s):<br>
- How do people's reliance on places and environments influence their perception of them?<br>
- What effect does the uneven distribution of resources and services have on the lives of people?<br>
- What approaches can be used to improve the availability of resources and access to services to address these challenges?<br>
- What are the expected societal, environmental, economic and social impacts of these proposals?<br>

#### In this unit, students:<br>
- identify geographically significant questions to frame an inquiry<br>
- locate relevant information from primary and secondary sources to answer inquiry questions<br>
- apply geographical and geographical methodologies and practices to present arguments using relevant geographical terminology.<br>

#### Collection of work (Multimedia):<br>
- present findings using relevant geographical terminology and graphic representations in a range of communication forms on how to improve the liveability and sustainability of places drawing on examples from Australia and Europe<br>
- propose action in response to a geographical challenge taking account of environmental, economic and social considerations and describe the expected effects of their proposal.<br>

### Term 3

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- How do people's reliance on places and environments influence their perception of them?<br>
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- What are the expected societal, environmental, economic and social impacts of these proposals?<br>

#### In this unit, students:<br>
- represent the location of places affected by water scarcity and distribution of rainfall in large and small-scale maps that conform to cartographic conventions<br>
- present findings using relevant geographical terminology and graphic representations in a range of communication forms on how to improve the liveability and sustainability of places drawing on examples from Australia and Europe<br>
- propose action in response to a geographical challenge taking account of environmental, economic and social considerations and describe the expected effects of their proposal.<br>

### Term 2

#### Inquiry question(s):<br>
- How do people's reliance on places and environments influence their perception of them?<br>
- What effect does the uneven distribution of resources and services have on the lives of people?<br>
- What approaches can be used to improve the availability of resources and access to services to address these challenges?<br>
- What are the expected societal, environmental, economic and social impacts of these proposals?<br>

#### In this unit, students:<br>
- discuss unit inquiry questions and geographical methodologies<br>
- make observations and select and record relevant geographical data and information from primary and secondary sources to identify the influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places<br>
- represent the location of places affected by water scarcity and distribution of rainfall in large and small-scale maps that conform to cartographic conventions<br>
- present findings using relevant geographical terminology and graphic representations in a range of communication forms on how to improve the liveability and sustainability of places drawing on examples from Australia and Europe<br>
- propose action in response to a geographical challenge taking account of environmental, economic and social considerations and describe the expected effects of their proposal.<br>

### Term 1

#### Inquiry question(s):<br>
- How do people's reliance on places and environments influence their perception of them?<br>
- What effect does the uneven distribution of resources and services have on the lives of people?<br>
- What approaches can be used to improve the availability of resources and access to services to address these challenges?<br>
- What are the expected societal, environmental, economic and social impacts of these proposals?<br>

#### In this unit, students:<br>
- draw on studies at the national scale, including the geographical contexts of Australia and countries in the Asia region<br>
- discuss unit inquiry questions and geographical methodologies<br>
- make observations and select and record relevant geographical data and information from primary and secondary sources to identify the influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places<br>
- represent the location of places affected by water scarcity and distribution of rainfall in large and small-scale maps that conform to cartographic conventions<br>
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- propose action in response to a geographical challenge taking account of environmental, economic and social considerations and describe the expected effects of their proposal.<br>

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**Adapted from a template provided by Earnshaw State College P-6 Curriculum, Assessment and Reporting Plan (Created T22014)**
Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame an historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organizing and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

In Years 7 and 8, students develop understanding of Australia’s political system, with particular emphasis on representative democracy, the role of the constitution, and a critical perspective on the influence of the media, including social media, within society. They develop understanding of the key features of Australia’s legal system and the different sources of law used in Australia. Students also learn about the diversity of Australian society.

In this unit, students will explore Australia’s government systems and legal systems. In Years 7 and 8, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.

Australia’s government systems are characterised by principles including civil society and representative democracy, processes including free and fair elections, institutions including parliaments and political parties, and instruments including the Australian Constitution.

Australia’s legal system is founded on laws that reflect community values, including fairness and impartiality, and the courts to uphold the laws and protect rights and freedoms.

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<td>Evading</td>
<td>Shepherding</td>
<td>Positional Play/Game Sense</td>
<td>Rules</td>
<td>Organisation and Scoring</td>
<td>Umpiring</td>
</tr>
<tr>
<td><strong>CROSS COUNTRY</strong></td>
<td>Course Familiarisation</td>
<td>Course Safety</td>
<td>Distance Running</td>
<td>Run event by competitive and social distances</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HEALTH</strong></td>
<td>What's The Risk?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ATHLETICS</strong></td>
<td>Sprinting</td>
<td>Starts</td>
<td>Finishes</td>
<td>Relays</td>
<td>Shot Put</td>
<td>Discus</td>
<td>High Jump</td>
<td>Long Jump</td>
<td>100m</td>
</tr>
<tr>
<td><strong>NEWCOMB BALL/VOLLEYBALL</strong></td>
<td>Throwing</td>
<td>Catching</td>
<td>Serving</td>
<td>Did</td>
<td>Digging</td>
<td>Setting</td>
<td>Spiking</td>
<td>Positional Play</td>
<td>Game Sense/Tactics</td>
</tr>
<tr>
<td><strong>OZ TAG</strong></td>
<td>Fundamental Skills</td>
<td>Passing</td>
<td>Stepping</td>
<td>Tagging</td>
<td>Play the ball</td>
<td>Positional Play/Game Sense</td>
<td>Scoring, rules, organisation and safety</td>
<td>Modified games progressing to actual game play</td>
<td>OZTAG competition</td>
</tr>
<tr>
<td><strong>HEALTH</strong></td>
<td>First Aid</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MINOR GAMES (SUMMER SPORTS)</strong></td>
<td>Cricket</td>
<td>Team Building Activities</td>
<td>Kick ball</td>
<td>Bombardment</td>
<td>Tennis rounders</td>
<td>T Ball</td>
<td>Small Group Challenges</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HEALTH</strong></td>
<td>First Aid</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from a template provided by Earnshaw State College P-6 Curriculum, Assessment and Reporting Plan (Created 22/2/2014)
## Early Years Curriculum Guide (Prep)

### Social and Personal Learning

<table>
<thead>
<tr>
<th>Place and Space</th>
<th>By the end of Year 3</th>
<th>By the end of Year 5</th>
<th>By the end of Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local environments are distinguished by natural features, places of importance to particular groups and public spaces</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Resources and environments can be used, conserved and protected by valuing and applying sustainable practices</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Maps have symbols to represent places and identify the relative position of features including landmarks and locations</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

### Active Learning Process

<table>
<thead>
<tr>
<th>Thinking</th>
<th>Investigating</th>
<th>Environments</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

### Balance and coverage of Essential Learnings P-7

**SOSE QCAR - Essential Learnings (Year 1 – Year 7)**

#### By the end of Year 3

<table>
<thead>
<tr>
<th>Place and Space</th>
<th>By the end of Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local environments are distinguished by natural features, places of importance to particular groups and public spaces</td>
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</tr>
<tr>
<td>Resources and environments can be used, conserved and protected by valuing and applying sustainable practices</td>
<td>✓</td>
</tr>
<tr>
<td>Maps have symbols to represent places and identify the relative position of features including landmarks and locations</td>
<td>✓</td>
</tr>
</tbody>
</table>

#### By the end of Year 5

<table>
<thead>
<tr>
<th>Place and Space</th>
<th>By the end of Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical features of environments influence the ways in which people live and work in communities</td>
<td>✓</td>
</tr>
<tr>
<td>Sustainability of local natural, social and built environments can be influenced by positive and negative attitudes and behaviours</td>
<td>✓</td>
</tr>
<tr>
<td>Global environments are defined by features, including landforms, location markers (Tropics of Cancer and Capricorn and the Equator), countries, regions, continents and climatic zones</td>
<td>✓</td>
</tr>
<tr>
<td>Maps have basic spatial concepts that describe location and direction, including north orientation and four compass points, symbols and a legend or key</td>
<td>✓</td>
</tr>
</tbody>
</table>

#### By the end of Year 7

<table>
<thead>
<tr>
<th>Place and Space</th>
<th>By the end of Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian environments are defined by patterns of natural process, by human activities and by the relationships between them, including climate and natural resource distribution, resource use and settlement patterns</td>
<td>✓</td>
</tr>
<tr>
<td>Sustainability requires a balance between using, conserving and protecting environments, and involves decisions about how resources are used and managed</td>
<td>✓</td>
</tr>
<tr>
<td>Physical and human dimensions are used to define global environments</td>
<td>✓</td>
</tr>
</tbody>
</table>

### Place and Space

<table>
<thead>
<tr>
<th>Place and Space</th>
<th>By the end of Year 3</th>
<th>By the end of Year 5</th>
<th>By the end of Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local environments are distinguished by natural features, places of importance to particular groups and public spaces</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Resources and environments can be used, conserved and protected by valuing and applying sustainable practices</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Maps have symbols to represent places and identify the relative position of features including landmarks and locations</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

### Cultural Identity

<table>
<thead>
<tr>
<th>Cultural Identity</th>
<th>By the end of Year 3</th>
<th>By the end of Year 5</th>
<th>By the end of Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups and communities are identified by practices, symbols and celebrations that reflect their values, beliefs and sense of belonging</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Aboriginal and Torres Strait Islander peoples are Australia’s Indigenous peoples and their influences are evident and valued in Australian communities</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Stories about significant events and individuals reflect cultural diversity in local and other Australian communities</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Citizenship involves belonging to groups and communities and valuing different contributions and behaviours such as caring for other members</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

### Political and Economic Systems

<table>
<thead>
<tr>
<th>Political and Economic Systems</th>
<th>By the end of Year 3</th>
<th>By the end of Year 5</th>
<th>By the end of Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rights and responsibilities, rules and codes of behaviour are part of local communities</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Democratic decision-making systems help people to live and work together in communities</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Voting is used to make decisions and select leaders in democratic systems</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Australians are connected to other people and places by shared interests, including travel, exchanging goods and services and environmental issues</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>People and resources are involved in the production and consumption of familiar goods and services</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

### Contact between Indigenous and non-Indigenous cultures in Australia and in other places have had significant effects on language, culture, land ownership, health and education of Indigenous people

- Accessing Indigenous knowledge involves the protocols of consultation with the local Aboriginal community and/or the Torres Strait Islander community

### Material and non-material elements influence personal identity and sense of belonging of groups

- Perceptions of different cultures and groups are influenced by local, national and world events and by representations in the media

### Aboriginal and Torres Strait Islander peoples’ diverse social organisation, languages and lifestyles reflect the importance of ‘country’ – land, sea and places

- Contact between Indigenous and non-Indigenous cultures in Australia and in other places have had significant effects on language, culture, land ownership, health and education of Indigenous people

### Australia's legal system is founded on laws that reflect community values, including fairness and impartiality and the courts to uphold the laws and protect rights and freedoms

- Local, state, national and Indigenous systems of government in Australia have different roles, functions, ways of operating and impacts on people and communities

- Economic systems involve primary, secondary, service and knowledge industries that use resources and develop products and services for sale to consumers
## TECHNOLOGY QCAR- Essential Learnings (Year 1 – Year 7)

### TECHNOLOGY QCAR- Essential Learnings

<table>
<thead>
<tr>
<th>Technology as a human endeavour</th>
<th>Technology as a human endeavour</th>
<th>Technology as a human endeavour</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Technology influences and impacts on people, their communities and environments.</strong></td>
<td><strong>Technology influences and impacts on people, their communities and environments.</strong></td>
<td><strong>Technology influences and impacts on people, their communities and environments.</strong></td>
</tr>
<tr>
<td><strong>Yr1</strong></td>
<td><strong>Yr2</strong></td>
<td><strong>Yr3</strong></td>
</tr>
<tr>
<td>Products include artefacts, systems and environments</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Designs for products are influenced by purpose, audience and availability of resources</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Technology and its products impact on every day lives in different ways</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>The products and processes of technology can have positive or negative impacts</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

### Information, materials and systems (resources)

<table>
<thead>
<tr>
<th>Information, materials and systems (resources)</th>
<th>Information, materials and systems (resources)</th>
<th>Information, materials and systems (resources)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resources have particular characteristics that make them more suitable for a specific purpose and context.</strong></td>
<td><strong>Resources have particular characteristics that make them more suitable for a specific purpose and context.</strong></td>
<td><strong>Resources have particular characteristics that make them more suitable for a specific purpose and context.</strong></td>
</tr>
<tr>
<td><strong>Yr1</strong></td>
<td><strong>Yr2</strong></td>
<td><strong>Yr3</strong></td>
</tr>
<tr>
<td>Resources have characteristics that can be matched to design requirements</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Resources have particular characteristics that make them more suitable for a specific purpose and context</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Resources are used to make products for particular purposes and contexts.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Resources are selected according to their characteristics, to match requirements of design challenges and suit the user</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Techniques and tools are used to manipulate and process resources</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Techniques and tools are selected to appropriately manipulate characteristics of resources to meet design ideas</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

### LOTE QCAR- Essential Learnings (Year 6 – Year 7)

<table>
<thead>
<tr>
<th>Japanese</th>
<th>Yr6</th>
<th>Japanese</th>
<th>Yr7</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Listening for and locating key words and phrases, and using memorised material helps to make meaning.</td>
<td>✓</td>
<td>- Manipulating known language helps to make meaning in different contexts.</td>
<td>✓</td>
</tr>
<tr>
<td>- Manipulating known language helps to make meaning in different contexts.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>- Verbal language and non-verbal language are used in simple, routine exchanges to negotiate Meaning.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>- Ways of using language provide information about cultures.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>- Learning languages provides insights into one’s own languages and the target language, and how concepts are expressed across languages.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>- Listening for and locating key words and phrases, and using memorised material helps to make meaning.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>- Languages and cultural practices have particular features, conventions, patterns and practices that may be similar to or different from one’s own language and culture.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>- Language forms, functions, grammar and vocabulary are combined with process skills and strategies to make meaning.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
THE ARTS: Drama

Drama involves using dramatic elements and conventions to express ideas, considering particular audiences and particular purposes, through dramatic action based on real or imagined events.

**Year 1**
- Role can be established using movement, voice, performance space, cues and turn-taking e.g. pretending to be someone else within a given or original story.
- Purpose and context are used to shape roles, language, place and space to express ideas e.g. pretending to be a ringmaster within a circus scene.
- Dramatic action is structured by being in role and building story dramas.

**Year 2**
- Role and status of relationships can be maintained using movement, including posture, gesture and body position, and expression of voice e.g. moving, speaking and reacting differently as a king, compared with as a servant.
- Purpose and context guide the selection of time frames, language, place and space to express ideas e.g. altering time frames by starting at the end of a story and retelling it from that perspective.
- Dramatic action is structured through storytelling, improvisation and extended role-plays e.g. Presenting an interpretation of stories originating from the Torres Strait Islands.

**Year 3**
- Role and characters can be presented from different perspectives and in different situations, using variations in voice, movement and focus e.g. Presenting land-user, traditional owner, environmentalist and government representative roles in an environmental issues drama.
- Purpose and context are considered when modifying mood, time frames, language, place and space, and are used to express ideas e.g. Changing mood of tired and depressed shipwreck survivors when a rescue boat is sighted.
- Dramatic action is interpreted, prepared and shaped through scenarios and scripts e.g. using a student-devised script on a school-based issue such as bullying.

**THE ARTS: Media**

Media involves constructing meaning by using media languages and technologies to express representations, considering particular audiences and particular purposes.

**Year 1**
- Still and moving images, sounds and words are used in media texts e.g. using still and moving images, sounds and words in a television advertisement.
- Media techniques and practices, including crop, print, record/capture and sequence images, sounds and words, are used to create media texts e.g. cropping a digital image to create a close-up from a long shot.
- Representations in media texts can be either real or imagined, and are created for particular audiences and purposes e.g. using animal characters in sketches and drawings for a children’s film on road safety.

**Year 2**
- Still and moving images, sounds and words are selected to construct media texts e.g. using a soundtrack to accompany a visual sequence to create a particular mood.
- Media techniques and practices, including layout, storyboard and manipulation of images, sounds and words, are used to create media texts e.g. changing the order of frames in a traditional or non-traditional comic strip to create different versions of a narrative.
- Representations in media texts are selected from different settings, including time and place, and for different audiences and purposes e.g. using altered digital images of the school to portray it as a different place in an audio-visual presentation.

**Year 3**
- Purpose and context are considered when modifying mood, time frames, language, place and space to express ideas.
- Representations in media texts have specific purposes and are modified to maximise audience impact e.g. using eye-catching images, slogans and jingles for a marketing campaign for a new product to target a teenage audience; using appropriate media images of Aboriginal peoples in a promotional video for a local context.

**THE ARTS: Music (see Music program)**

Music involves singing, playing instruments, listening, moving, improvising and composing by using the music elements to express ideas, considering particular audiences and particular purposes, through sound.

**Year 1**
- Duration, beat, time values and metre are used to create repeated rhythmic patterns e.g. using minimcs, crotchets, quavers, semiquavers and crotchet rests to create rhythmic ostinatos in simple time.
- Pitch and intervals are used to create melodic phrases and sequences e.g. using an improvised melody to accompany a known nursery rhyme.
- Repetition is used to structure music e.g. using the same, similar and different phrases within a known song.
- Familiar sound sources, including vocal and instrumental sources, have characteristic sound qualities (tone colour) e.g. hearing the mellow tone of a cello, compared with the bright sound of a trumpet.
- Relative softness and loudness of sounds are used to change the dynamic level of music e.g. using forte (f) to sing loudly or piano (p) to play softly.

**Year 2**
- Duration, beat, time values and metre are used to create rhythmic patterns e.g. using dotted notes and rests to create rhythmic patterns in compound time.
- Pitch and intervals are used to create the melodic arrangement of sound e.g. singing a melodic ostinato to accompany a song.
- Familiarity and harmonies are used to organise music e.g. hearing and identifying major and minor songs and chords.
- Musical forms are used to structure music e.g. a recurring theme in rondo form, ABACA; verse/chorus form.
- Familiar and unfamiliar sound sources, including vocal, instrumental and environmental sources, have characteristic sound qualities (tone colour) e.g. hearing the hum of city traffic; the resonating bass of a didgeridoo.
- Relative softness and loudness and articulation of sounds are used to change dynamic levels and expression of music e.g. using crescendo — gradually get louder using staccato — play short, detached notes.

**Year 3**
- Duration, beat, time values and metre are used to create rhythmic patterns in compound time.
- Pitch and intervals are used to create a melodic arrangement of sound e.g. singing a melodic ostinato to accompany a song.
- Familiarity and harmonies are used to organise music in vertical arrangements e.g. playing major/minor keys, chord progressions and arpeggios.
- Musical forms are used to structure music e.g. a recurring theme in rondo form, ABACA; verse/chorus form.
- Familiar and unfamiliar sound sources, including vocal, instrumental and environmental sources, have characteristic sound qualities (tone colour) e.g. hearing and identifying orchestral timbres.
- Relative softness and loudness and emphasis of sounds are used to change dynamic levels and expression of music e.g. using accents to emphasise particular beats of a song.
THE ARTS: Visual Arts

Visual Art involves using visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering particular audiences and particular purposes, through images and objects.

<table>
<thead>
<tr>
<th>Yr1</th>
<th>Yr2</th>
<th>Yr3</th>
<th>Visual Art involves selecting visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering different audiences and different purposes, through images and objects.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Warm (red, orange, yellow) and cool (blue, green, purple) colour schemes, and mixed and complementary colours, are used to create tone and variation e.g. using cool colours to suggest calm in a paper and glue sculpture about dreams and sleep.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Line is used to suggest movement and direction e.g. using heavy, straight lines to suggest the swiftness of a cheetah running or soft, squiggly lines to suggest the slowness of a flowing river.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Regular, irregular, open, enclosed, overlapping and adjacent shapes are used to create categories and position e.g. using a variety of rectangular shapes together in a painting to represent buildings in a town.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Texture is used to create variation and repetition e.g. using rough and smooth fabrics and paper to create different surfaces in a collage.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Colour shades (adding black to a colour) and tints (adding colour to white) are used to create balance, contrast and patterns e.g. using light colours to bring objects forward in a painting, while using dark colours to make objects recede.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Continuous, broken and hatched lines are used to create balance, contrast, space and patterns e.g. using broken and hatched marks to show contrast of light and dark.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Curved, angular, symmetrical, asymmetrical and overlapping shapes are used to create balance, contrast and patterns e.g. using repeated shapes in a wax-resist painting to create a visual pattern.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Texture creates contrast and patterns using lines, rubbings and markings e.g. using feathery marks that contrast with smooth rubbings in clay sculptures; a pencil drawing of a tree showing smooth leaves and rough bark.</td>
</tr>
</tbody>
</table>

THE ARTS: Dance

Dance involves using the human body to express ideas, considering particular audiences and particular purposes, through dance elements in movement phrases.

<table>
<thead>
<tr>
<th>By the end of Year 3</th>
<th>By the end of Year 5</th>
<th>By the end of Year 7</th>
<th>Dance involves using the human body to express ideas, considering different audiences and different purposes, by selecting dance elements in short movement sequences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr1</td>
<td>Yr2</td>
<td>Yr3</td>
<td>• Gross motor movements, including locomotor and non-locomotor, are used to create actions for movement phrases e.g. travelling with hops, runs and slides; staying on the spot using whole-body stretches, curls and twists.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Directions, levels, shapes and pathways are used to move in space within movement phrases e.g. using forwards, sideways, diagonal or curving lines to move within space.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Fast and slow movements are used to change timing in movement phrases e.g. using fast movements in a traditional Aboriginal dance to express the quick actions of an animal.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Percussive and sustained movement qualities are used to change energy in movement phrases e.g. representing a robot by stop-and-start energy changes in movement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Structuring devices, including repetition and narrative forms, are used to organise movement phrases e.g. using a nursery rhyme to structure a dance story.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Group formations are used to organise dancers in short movement sequences e.g. placing dancers in a V formation within the space.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Simple rhythmic patterns are used for timing of movements in short movement sequences e.g. moving to simple and time signatures.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Swinging and collapsing movement qualities are used to alter energy in short movement sequences e.g. collapsing or falling movement to represent a leaf dropping to the ground.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Structuring devices, including contrast and canon forms, are used to organise short movement sequences e.g. using different levels in a group shape, repeating an arm movement one after the other down a line of dancers.</td>
</tr>
</tbody>
</table>

HPE QCAR- Essential Learnings (Year 1 – Year 7)

Health & Physical Education

Developing concepts and skills for physical activity

<table>
<thead>
<tr>
<th>Yr1</th>
<th>Yr2</th>
<th>Yr3</th>
<th>Developing concepts and skills for physical activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1.1 Students demonstrate a variety of basic locomotor skills and non-locomotor skills varying body actions and use of space.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1.2 Students demonstrate a variety of manipulative skills using a range of implements and different parts of the body.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>1.3 Students describe the physical and emotional effects that result from their participation in a variety of vigorous, whole-body activities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1.4 Students categorise the physical activities that they and others watch or play.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.1 Students demonstrate simple combinations of locomotor and non-locomotor skills.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.1 Students perform movement skills and sequences to meet the requirements of different physical activities and tasks.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.2 Students observe rules and demonstrate an awareness of others in play and simple games.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>3.3 Students describe what it means to be fit and demonstrate activities that promote health-related fitness.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.4 Students describe how people and the availability of facilities influence choices relating to physical activities.</td>
</tr>
</tbody>
</table>

Developing concepts and skills for physical activity

<table>
<thead>
<tr>
<th>Yr4</th>
<th>Yr5</th>
<th>Developing concepts and skills for physical activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4.1 Students create and perform movement sequences in games, sports or other physical activities, implementing ways to enhance their own and others’ performances.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.2 Students demonstrate basic tactics and strategies to achieve identified goals in games, sports and other physical activities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.3 Students identify and take part in a variety of physical activities that contribute to the development of particular components of health-related fitness.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.4 Students explain how images of physical activity influence their own and others’ participation in, and attitudes towards, physical activities.</td>
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<tr>
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</tr>
<tr>
<td>2.2 Students demonstrate basic movement skills using equipment in play and simple games.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2.3 Students compare the effects on the body of participating in physical activities of varying intensities.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2.4 Students identify physical activities in which they, their friends and their family participate, and suggest reasons for different choices.</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
### Balance and coverage of general capabilities and cross-curriculum priorities across P–7

<table>
<thead>
<tr>
<th>Key</th>
<th>LIT</th>
<th>NUM</th>
<th>ICT</th>
<th>CCT</th>
<th>Critical and creative thinking</th>
<th>EB</th>
<th>Ethical behaviour</th>
<th>PSC</th>
<th>Personal and social capability</th>
<th>IU</th>
<th>Inter-cultural understanding</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tr>
</tbody>
</table>

#### Aboriginal and Torres Strait Islander histories and cultures

- Term 2
- Term 4

#### Asia and Australia’s engagement with Asia

- Term 2
- Term 4

#### Evaluation

- Term 3
- Term 4

#### Notes

- Term 1
- Term 2
- Term 3
- Term 4

Adapted from a template provided by Earnshaw State College P-6 Curriculum, Assessment and Reporting Plan (Created T22014)
Assessment 2014
Whole-school assessment planning

DfE requirements for assessment are specified in the P-12 curriculum, assessment and reporting framework; Section 2; with further detail provided in the Policy statement: Assessment.

Assessment is the purposeful, systematic and ongoing collection of information that is used as evidence in making reliable and consistent judgments about student learning and in reporting to parents.

The primary purpose of assessment is to improve student learning.

Assessment is used to promote learning through timely feedback that informs future teaching and learning and builds students' confidence in their ability to learn. Systems, principals, teachers, students and parents all use assessment information to support improvements in student learning.

The whole-school curriculum, assessment and reporting plan provides an overview across all year levels and learning areas of:

- the purpose of assessment (standardised, diagnostic, formative and summative)
- when assessment will take place
- the amount and timing of assessment
- processes for achieving consistency of teacher judgment.

Year-level assessment planning

Year-level curriculum and assessment plans ensure:

- there is an alignment between what is taught and what is assessed
- all aspects of the achievement standards are assessed over the year (although not all content descriptions are assessed)
- a range and balance of assessment types (multiple choice questions, investigation, practical report, short answer questions, exam/test, assignment/project, essay, multimedia presentation, case studies, learning contract, reflective journal) and a variety of modes (writing, reading, speaking, listening) are used
- the amount and timing of assessment is manageable for teachers and students.

At Pacific Pines Primary, teachers consider the C2C Assessment samples, and as a team, adopt and adapt these to meet local contexts and particular student needs.

Unit assessment planning

At the unit-level, year-level teams plan assessment tasks to:

- provide appropriate evidence of the targeted element(s) of the achievement standard
- assess what has been taught
- enable all students to demonstrate the depth of their knowledge, understanding and skills
- allow students to demonstrate a range of performance (e.g. five-point scale)
- cater for students with diverse learning needs and to be accessible and equitable
- provide opportunities for students to reflect on their learning and on the achievement of learning goals.

Principles and practices of school-based, standards-based approach to assessment and reporting

The principles and practices of school-based, standards-based approach to assessment and reporting are central to achieving improved student learning.

These principles, listed below, underpin a framework for assessment and reporting:

- **purposes of assessment**
- **alignment of teaching, learning, assessment and reporting**
- **special provisions in assessment**
- **use of marking guides**
- **a collection of evidence or folio of student work**
- **on-balance judgments**
- **moderation.**

**ASSESSMENT PURPOSES**

The main purposes of assessment are to:

- promote, assist and improve teaching and learning
- help students to achieve the highest standards they can
- provide parents/carers with meaningful information on students’ achievements and information for reporting and certification.

Teachers use assessment that is designed to meet three broad purposes:

<table>
<thead>
<tr>
<th>Assessment for learning</th>
<th>Diagnostic assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>enables teachers to monitor student knowledge, understanding and skills development so as to target their teaching to support students’ progress to meet learning goals</td>
<td>provides opportunities to use assessment to determine the nature of students’ learning difficulties as a basis for providing feedback or intervention</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment of learning</th>
<th>Formative assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>assesses students at the end of learning experiences to gather evidence of student knowledge, understanding and skills as described in the relevant achievement standards for the year level</td>
<td>focuses on monitoring to improve student learning</td>
</tr>
</tbody>
</table>

| Summative assessment | Can indicate standards achieved at particular points for reporting purposes |

**Assessment ‘for’ learning and assessment ‘as’ learning**

Teachers continually monitor student learning through diagnostic and formative assessment and provide feedback that builds each student’s capacity to improve. Ongoing feedback and clear expectations enable students to reflect on and monitor their own progress.

Teachers monitor student progress using a variety of assessment including:

- **standardised** (designed so that the questions, conditions for administering, scoring procedures and interpretations are consistent and administered and scored in a predetermined, standard manner, e.g. NAPLAN, PAT-Maths)
- **diagnostic assessment** (measures a student’s current knowledge and skills for the purpose of identifying a suitable program of learning)
- **focused observation**
- **discussion** (recorded in teacher notations).

This monitoring:

- tracks student progress to know where each student is in their learning and what needs to come next
- supports appropriate differentiation of teaching and learning.

Teachers provide **timely and ongoing feedback** that enables each student to monitor their own learning and develop achievable learning goals.

Feedback:

- is specific to the individual student
- focuses on the quality of the student response and how to improve it
- is directly relevant to the learning intention
- is reflective of learning goals
- encourages self-regulation.

**Assessment ‘of’ learning**

Assessment of learning, or summative assessment, provides evidence of student learning against the relevant achievement standard for each learning area or subject. It provides the evidence for teachers to make reliable judgments about student achievement for reporting to parents and students.
ALIGNMENT OF TEACHING, LEARNING, ASSESSMENT AND REPORTING

Teachers develop assessment that is directly aligned to what students have had an opportunity to learn based on the intended curriculum. They align what has been assessed to what is reported to students, parents/carers and other teachers.

Alignment is integral to the development and maintenance of a high-quality education system that caters for a diverse range of students and schools. To produce the best learning outcomes for students, alignment means that:

- what is taught (curriculum) must inform how it is taught (pedagogy), how students are assessed (assessment) and how the learning is reported (reporting)
- what is assessed must relate directly to what students have had an opportunity to learn
- what is reported to students, parents/carers and other teachers must align with what has been learnt from the intended curriculum and assessed.

SPECIAL PROVISIONS IN THE CONDITIONS OF ASSESSMENT

All students are entitled to show their knowledge, understanding and skills in response to assessments.

Accordingly schools and teachers ensure that all students are able to participate in assessment and demonstrate the full extent and depth of their learning.

Special provisions in the conditions of assessment

- Reflect differentiation, or adjustments, made in teaching and learning.
- Are not adjustments to the standards on which student work is judged.
- Do not involve compensating for what the student does not know or cannot do.
- Are applied consistently across the school.

Types of special provisions

Special provisions in assessment are made through the way the assessment is presented, the way students are allowed to respond, the physical conditions and/or the time allocated for the assessment tasks.

Special provisions in the conditions of assessment may include:

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Changing how an assessment appears or is communicated to a student from the regular format. For example, being read to rather than reading unless reading itself is what is being assessed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>Allowing students to complete assessments in different ways such as using computer software or an assistive device to solve and organise problems when this does not compromise what is specifically being assessed.</td>
</tr>
<tr>
<td>Setting</td>
<td>Changing location including the physical or social conditions in which the assessment is completed.</td>
</tr>
<tr>
<td>Timing</td>
<td>Allowing the student a longer time to complete the assessment, or change the way the time is organised or when the assessment is scheduled.</td>
</tr>
</tbody>
</table>

Who should be considered for special provision?

Any student who has a specific educational need should be considered for special provision including students:

- with disability such as those of a sensory, motor or neurological nature
- with educational needs arising primarily from socio-economic, cultural and/or linguistic factors such as students of Aboriginal and/or Torres Strait Islander backgrounds, with language backgrounds other than English, who are migrants or refugees, from rural and remote locations, in low socio-economic circumstances.
- with short-term impairments such as glandular fever or fractured limbs
- who are gifted or talented
- with life circumstances that impact on equitable assessment.

USE MARKING GUIDES

Marking guides, or guides to making judgments, accompany summative assessment tasks. They are a tool that supports teachers to make standards-based decisions about student work.

Marking guides identify the valued knowledge, understanding and skills to be assessed — the assessable elements/criteria. Each assessable element/criterion is accompanied by a set of task-specific descriptors. These assist teachers to judge the quality of the student response to the assessment task against a five-point scale.

The task-specific descriptors within the marking guide are statements that reflect discernible differences in student performance. These statements are derived from the achievement standard. They state how well the student has demonstrated their:

- knowledge and understanding (of facts, concepts and procedures)
- application of skills.

A COLLECTION OF EVIDENCE OR FOLIO OF STUDENT WORK

Schools plan an assessment program that will provide opportunities for students to demonstrate what they know and can do in relation to all aspects of the year level achievement standard.

A balanced school-based assessment program has opportunities for students to demonstrate their achievement

- from a range of learning (curriculum content),
- in a variety of ways (assessments techniques) and
- in a range of situations (assessment conditions) over the reporting period.

Decisions about the folio of summative assessment are:

- made at the same time that the units of work are planned
- recorded in the Whole-school curriculum, assessment and reporting plan and in Year level plans.

This planned and targeted folio of summative assessments is used:

- to make defensible judgments about student achievement;
- to determine an overall level of achievement in a learning area and
- as the basis for reporting to parents twice yearly.

In the context of the Australian Curriculum and the Queensland curriculum, a balanced assessment program involves gathering evidence to make judgments about student achievement in relation to the curriculum content and achievement standards.

The Assessment Folio: a collection of evidence of student achievement

The evidence of student achievement is collected using a range of assessments. This collection, or assessment folio, holds a representative selection of evidence of each student’s learning in relation to the achievement standard for each learning area or subject. This evidence is used as the basis for reporting to parents.

The assessment folio:

- provides evidence about learning from the reporting period
- includes evidence compiled over time from a variety of assessment types
- indicates patterns within the evidence from the opportunities students have had to demonstrate the elements of the achievement standard.

Schools decide which assessments will comprise the folio of student work that are to be used in determining an overall level of achievement in a learning area or subject. These decisions are:

- made at the same time that the units of work are planned
- recorded in the whole-school curriculum, assessment and reporting plan and in year level plans in Years P-10
- recorded in work programs, study plans, training packages or programs in Years 11 and 12.
ON-BALANCE JUDGMENTS:

Teachers make on-balance judgments about the evidence in student work:

- In individual assessments for monitoring, formative or summative purposes
- Based on a collection of evidence/folio to provide evidence of achievement in relation to the curriculum content and achievement standards selected for summative purposes.

An on-balance judgement does not involve averaging grades across different assessments or “tick[ing]” every box.

On-balance judgments are professional decisions made by teachers. Teachers use the collection of evidence or folio of selected student work to make an on-balance judgment about how well the evidence in student responses best matches the valued features of a learning area described in the achievement standards.

- Teachers make an on-balance judgment about the overall quality of a student’s work relating to all aspects of the Achievement standard.
- They take into account the most recent evidence of learning to account for progress in the student’s understanding and skills.
- The on-balance judgment represents the student’s achievement at the time of reporting.

Mid-year reporting represents the student’s achievement at the time of reporting. A mid-year on-balance decision involves making a judgment about how well the evidence matches the aspects of the Achievement standard that have been taught and assessed during the reporting period.

By the end of the school year students will have had opportunities to demonstrate all aspects of each learning area Achievement standard. The folios of student work will contain the most recent evidence of student achievement in every aspect of the learning area achievement standard.

The on-balance decision is based on how well the evidence in the folio matches the two dimensions of knowledge and understanding and skills in the achievement standard for the learning area (see flowchart below).

4.2 On-balance judgments using marking guides

Marking guides support teacher judgments about the quality of student responses against particular elements of an achievement standard. Teachers award the student response an overall grade by:

- identifying the evidence for each assessable element/criterion
- matching that evidence to a particular descriptor for each assessable element/criterion
- considering each of these judgments together to make an on-balance decision about the overall quality that best matches the student response.

At the end of a reporting period these judgments about individual assessment tasks inform the teacher’s on-balance judgment to award an overall level of achievement in the learning area or subject.

Using feedback

Assessment alone will not contribute to improved learning. It is what teachers and students do with assessment and other available information that makes a difference.

What is feedback?

Feedback is:

- A way for students and teachers to inform future learning.
- An opportunity for students to identify strengths and possible improvements in their work. It focuses on a student’s achievement of overall expectations and promotes a culture of school success.
- An opportunity for teachers to reflect on student learning and understanding, and to consider how to adjust instruction to meet student needs.

Immediate feedback is best — the best feedback is ongoing and purposeful.

How can feedback be given to students?

Feedback should come from a variety of sources and in a variety of forms:

- Teachers: Teachers can ask questions or make comments that help students reflect on their learning.
- Study guides: Teachers could make a simple self-help guide of common problems students might face completing a particular learning activity, with suggestions about how these might be solved.
- Real audiences: Learning activities in real situations often provide immediate feedback.
- ICT: Some computer programs and software applications can provide rapid, frequent and consistent feedback to students for particular learning activities.
- Classmates: Encourage students to comment on classmates’ work using feedback frameworks.
- Students: The goal of feedback is to help students become independent learners — students should have opportunities to record their own progress and monitor their own learning.

What does good feedback to students look like?

The role of the teacher is a coaching role — to reinforce what has been done correctly and focus students on improvement and success. Good assessment feedback:

- Goes beyond a simple mark or grade — comment on the strengths of students’ achievement grades and on the areas in need of improvement.
- Identifies specific elements of knowledge and skills, with specific suggestions for improvement provided.
- Uses descriptive language that helps students assess their progress and to understand how to achieve learning and assessment expectations.
- Involves students — they should have opportunities to ask follow-up questions, share their learning observations or experiences, compare opinions, and relate their learning to their lives outside school.
- Is focused on progress. Emphasise the student’s continuous progress relative to their previous achievement and to the learning expectations — avoid comparing students with their classmates.
- Is personal
- Is varied — provide feedback in a number of ways (including verbal and written feedback) and use a variety of words to describe student work.

Praise is a powerful form of feedback.
MODERATION: Consistency of Teacher Judgement

At Pacific Pines Primary, all teachers are expected to engage in moderation using the P-7 Moderation Schedule.

Moderation occurs when teachers engage in focused professional dialogue to discuss and analyse how closely the evidence in student work matches the achievement standards.

Moderation:
- Allows teachers to develop shared understandings of the curriculum content and achievement standards.
- Ensures that there is a common understanding among all teachers about the process for developing assessments, making judgments and determining overall levels of achievement.
- Assists teachers to make judgments about individual assessments and collections of evidence or folios of student work.
- Ensures that teacher judgments of standards achieved by students are consistent and comparable.
- Provides students and their parents/carers with confidence that the awarded grades are an accurate judgment of achievement and that the report is meaningful, professional and consistent.

Consistency of teacher judgments involves teachers collaboratively reviewing, both informally and formally, student evidence collated throughout each unit. Feedback is provided to students at regular intervals to ensure communication of learning goals. The table below identifies a sample of methods used, as well as what student work might be moderated.

<table>
<thead>
<tr>
<th>Teachers will ...</th>
<th>Curriculum leaders will ...</th>
<th>Curriculum leader and teachers will ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will moderate to identify A-E samples before marking.</td>
<td>Curriculum leaders will randomly sample student work to check for consistency of teacher judgments.</td>
<td>Curriculum leaders and teachers will check a random sample.</td>
</tr>
<tr>
<td>Teachers will cross-mark. They will sample folios to check consistency of teacher judgments and task development.</td>
<td>Curriculum leaders will moderate random sample folios.</td>
<td>Curriculum leader and teachers collaboratively review sample student responses.</td>
</tr>
<tr>
<td>Teachers will plan units and develop tasks.</td>
<td>Year level teachers will moderate the common task to identify A-E samples to take to cluster moderation.</td>
<td></td>
</tr>
<tr>
<td>Teachers will co-mark a common assessment task to achieve consensus and consistency of judgments.</td>
<td>Teachers will moderate tasks.</td>
<td></td>
</tr>
<tr>
<td>Teachers will co-mark the portfolio tasks to achieve consensus and consistency of judgments.</td>
<td>Teachers will moderate representative folios within the cluster.</td>
<td></td>
</tr>
<tr>
<td>Teachers will participate in on-going moderation conversations to achieve consensus and consistency of judgments.</td>
<td>Teachers collaboratively make judgments about student spoken responses.</td>
<td></td>
</tr>
<tr>
<td>Teachers collaboratively review student application of concepts and methods.</td>
<td>Teachers collaboratively review student assessment folios for consensus and consistency of judgments for reporting.</td>
<td></td>
</tr>
</tbody>
</table>

Useful Resources: Assessment

- Policy statement: Assessment
- Principles of Assessment

Assessment for learning: For fact sheets about assessment for learning see:
- Assessment for learning: A new perspective (DOC, 305 kB)
- Assessment for learning: Developing student understanding (DOC, 408 kB)
- Assessment for learning: Improving assessment pedagogy (DOC, 293 kB)
- Assessment for learning: Inclusive practice (DOC, 304 kB)
- Assessment for learning: School improvement (DOC, 307 kB)
- Assessment for learning: Student achievement (DOC, 304 kB)

Developing assessments: For fact sheets about developing assessment see:
- Designing good assessment (video)
- Scaffolding: Supporting student performance (DOC, 281 kB)
- Thinking like an assessor vs activity designer (DOC, 437 kB)
- Consistency of judgments: Calibration model (DOC, 310 kB)
- Consistency of judgments: Conferencing model (DOC, 311 kB)
- Consistency of judgments: Expert model (DOC, 310 kB)

Guidelines for Selecting Assessment Strategies

Decisions for Quality Assessment Task: Placemat
Data Collection and Teaching (DCAT) — 2014 Whole-school assessment plan

<table>
<thead>
<tr>
<th>Type of instrument</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTS Online</td>
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<tr>
<td>PROBE/PM</td>
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<tr>
<td>Writing Task</td>
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</table>
Curriculum into the classroom (C2C) — 2014 Whole-school assessment plan

This Whole-school summative assessment plan has been developed for the draft Australian Curriculum English, mathematics, science and history learning areas.

<table>
<thead>
<tr>
<th>Type of Instrument</th>
<th>Oral</th>
<th>Written</th>
<th>Written/Oral</th>
<th>Multimedia</th>
<th>Assignment/Project</th>
<th>Short answer questions</th>
<th>Poster/Collection of work</th>
<th>Exam/Test</th>
<th>Observation</th>
<th>Interview</th>
<th>Performance</th>
<th>Reflective journal</th>
<th>Design Challenge</th>
<th>Portfolio/Collection of work</th>
<th>Multimodal presentation</th>
<th>Performance</th>
<th>Multiple choice</th>
</tr>
</thead>
</table>

### Prep

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Unit 1</td>
<td>Unit 2</td>
<td>Unit 3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Unit 1</td>
<td>Unit 2</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Ongoing throughout term</td>
<td>Unit 1</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>Unit 1</td>
<td>Unit 2</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>Unit 1</td>
<td>Unit 2</td>
<td></td>
</tr>
<tr>
<td><strong>ENGL</strong></td>
<td><strong>EYCG</strong></td>
<td><strong>SOSE</strong></td>
<td><strong>HPE</strong></td>
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</table>

### Year 1

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Curriculum</td>
<td>Unit 1</td>
<td>Unit 2</td>
<td>Unit 3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Unit 1</td>
<td>Unit 2</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Ongoing throughout term</td>
<td>Unit 1</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>Unit 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>Unit 1</td>
<td>Unit 2</td>
<td>Unit 3</td>
</tr>
<tr>
<td><strong>ENGL</strong></td>
<td><strong>EYCG</strong></td>
<td><strong>SOSE</strong></td>
<td><strong>HPE</strong></td>
</tr>
<tr>
<td>Year</td>
<td>Term 1</td>
<td>Term 2</td>
<td>Term 3</td>
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<tr>
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REPORTING TO PARENTS

The Prep year has been recognised as the first year of schooling in Queensland from 2012. Prep is equivalent to the Foundation year (F) of the Australian Curriculum. For Prep:

- An Early Learning Record is no longer required.
- Use the following five-point scale to report student achievement in the Australian Curriculum English, Mathematics, Science and History:

**Applying (AP)**: The student applies a thorough understanding of the required concepts, facts and procedures. The student demonstrates a high level of skill that can be transferred to new situations.

**Making Connections (MC)**: The student makes connections using the curriculum content and demonstrates a clear understanding of the required concepts, facts and procedures. The student applies a high level of skill in situations familiar to them and is beginning to transfer skills to new situations.

**Working With (WW)**: The student can work with the curriculum content and demonstrates understanding of the required concepts, facts and procedures. The student applies a varying level of skill in situations familiar to them.

**Exploring (EX)**: The student is exploring the curriculum content and demonstrates understanding of aspects of the required concepts, facts and procedures. The student applies a varying level of skill in situations familiar to them.

**Becoming Aware (BA)**: The student is becoming aware of the curriculum content and demonstrates a basic understanding of aspects of required concepts, facts and procedures. The student is beginning to apply skills in situations familiar to them.

**N**: Insufficient evidence to make a judgment.

- Use comments to report on student achievement in the early learning areas of: Social and personal learning; Health and physical learning; and Active learning processes (Early Years Curriculum Guidelines).
- Report on effort and behaviour using comments.

REPORTING IN YEARS 1 AND 2 FROM 2013

For Years 1 and 2, continue to use the following five-point scale to report student achievement:

- **Very High**: The student applies a thorough understanding of the required concepts, facts and procedures. The student demonstrates a high level of skill that can be transferred to new situations.
- **High**: The student makes connections using the curriculum content and demonstrates a clear understanding of the required concepts, facts and procedures. The student applies a high level of skill in situations familiar to them and is beginning to transfer skills to new situations.
- **Sound**: The student can work with the curriculum content and demonstrates understanding of the required concepts, facts and procedures. The student can apply skills in situations familiar to them.
- **Developing**: The student is exploring the curriculum content and demonstrates understanding of aspects of the required concepts, facts and procedures. The student is beginning to apply skills in situations familiar to them.
- **Support required**: The student is becoming aware of the curriculum content and demonstrates a basic understanding of aspects of required concepts, facts and procedures. The student is beginning to apply skills in situations familiar to them.

**N**: Insufficient evidence to make a judgment.

- **HOC and/or DP must be informed regarding student at risk of receiving an ‘N’ well before reporting time.**

Additional information on aspects of particular learning areas occurs within the comments section of the report. This includes reporting on Progress, reading progress against targets and behaviour levels.

On request from a parent for information about their child’s performance relative to that of other students, the school provides a comparison of the student’s peer group at the school — subject to the privacy of individual students being maintained.

For students who were provided a different year-level curriculum refer to Summary of Requirements p70.

For students learning English as an additional language or dialect (EAL/D) refer to Summary of Requirements p70.

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Source: DEET requirements for assessment as specified in the P-12 curriculum, assessment and reporting framework Section 2; with further detail provided in the Policy Statement: Reporting to Parents Department of Education, Training and Employment 2013

Reporting is part of communicating with parents and building school-parent partnerships in order to improve student learning.

School reporting processes should be clear and transparent for parents and the community, so that parents understand:

- the learning expectations for the student
- the student’s achievement against expected standards
- how well the student is engaging with the expected learning
- how the student may be able to improve.

In addition to providing written reports twice yearly, schools offer parents opportunities to discuss their child’s educational performance at the school with their child’s teacher(s). Pacific Pines Primary provides twice-yearly parent-teacher interviews in which discussion of Student Targets forms a basis for the interviews.

As a general rule, there should be ‘no surprises’ in a student’s twice-yearly report. If students are not achieving a sound or above level of achievement, it is expected that teachers have communicated with parents well before the final report is received, about how both parties might work together to support improved performance.

**PRINCIPLES UNDERPINNING REPORTING PRACTICE**

A school report is a summary statement that records the achievements of an individual or a group of students at a point in time. Teachers make a judgment based on their shared professional knowledge about how evidence in student work matches the achievement standards.

- **Students** need regular, quality feedback on their achievement and progress to:
  - know what they have achieved in relation to the achievement standards
  - know specific areas in which they need to improve
  - make choices about their future learning goals.

- **Parents/carers** need regular reports to:
  - help understand how well their children are performing in relation to the learning expectations of the Year level they have been taught
  - help them make choices about their child’s future learning goals.

- **Teachers and schools** use systematically collected and meaningful information about student achievement and progress to:
  - plan future teaching and learning
  - make decisions about continuous improvement of their curriculum.
  - Schools and teachers have a professional and legal obligation to provide these reports.

**WRITTEN REPORTS**

Pacific Pines Primary teachers complete written reports twice yearly using the template in OneSchool. These report student achievement for each learning area/subject studied in the reporting period using the five-point scale nominated for the year level. Student effort and behaviour is also reported.

Additional information on aspects of particular learning areas occurs within the comments section of the report. This includes reporting on Progress, reading progress against targets and behaviour levels.

For students learning **English as an additional language or dialect (EAL/D)** refer to Summary of Requirements p70.

**N**: Insufficient evidence to make a judgment.

- ‘N’ is used on a student’s report F (Prep)–12 when there is insufficient evidence to make a judgment about their achievement in the reporting period. This usually occurs when the student has recently arrived in the school or they have had extended absences.

Adapted from a template provided by Earnshaw State College P-6 Curriculum, Assessment and Reporting Plan (Created T22014)
REPORTING IS BASED ON EVIDENCE

Teachers report to parents on student achievement against the relevant achievement standards for each learning area or subject. Reports reflect:

- judgments about the quality of student learning based on evidence collected over time
- the student’s most consistent level of achievement with consideration given to more recent evidence.

The evidence of each student’s achievement is collected using a range of assessments aligned to the curriculum. This collection (Assessment Folio) is used as the basis for judgments about the student’s overall level of achievement in the subject or learning area for the purpose of reporting.

Decisions about the folio of summative assessment are:
- made at the same time that the units of work are planned
- recorded in the Whole-school curriculum, assessment and reporting plan and in Year level plans.

Refer to Assessment 2014 and Policy statement: Assessment for information on:
- assessment folios
- on-balance judgements
- consistency of teacher judgement (P-6 Moderation Schedule)

REPORTING AGAINST WHAT IS TAUGHT AND ASSESSED

Students are assessed and reported against the achievement standard for the year level curriculum they are taught.

Students provided a different year level curriculum than their age cohort, for particular learning areas (as identified in their Individual Learning Plan) are assessed and reported against the achievement standards for the year level curriculum they are taught. This is outlined in the table SUMMARY OF REQUIREMENTS. Refer to: Policy statement: Curriculum provision to students with diverse learning needs.

DETAILS OF STUDENT REPORTS

The National Education Agreement (SCRGSP 2010) and the Schools Assistance Act 2008 (updated September 2011) require schools to provide parents/carers with plain-language reports twice a year that:

- are readily understandable to those responsible for the student and give an accurate and objective assessment of the student’s progress and achievement
- include an assessment of the student’s achievement against any available national standards
- include, for learning areas studied, an assessment of the student’s achievement: – reported as A, B, C, D and E (or an equivalent five-point scale), clearly defined against specific learning standards— relative to the performance of the student’s peer group.

Council of Australian Governments 2012 National Education Agreement, Schedule E p. C-42

The student report templates will include:

- Comments written in plain English. Written comments outline what a student has achieved in each learning area/subject and provide advice on areas for improvement.
- Achievement Codes - Include standards of achievement as per policy, in each learning area/subject, clearly defined against specific learning standards. These codes describe the student’s overall achievement for each learning area studied against what is expected at the time of reporting.
- Targets: At ESC we include reference to student progress and achievement against their Targets.
- Effort and Behaviour are reported for each student, including recognition of Level 1 and 2 Behaviour Awards.
- General Comment should outline a summary of the student’s strengths and an opportunity for growth.

Information about extracurricular activities, homework, work habits, specific goals may be included here.

- Number of days absent and unexplained absences for each student.

Adapted from a template provided by Earnshaw State College P-6 Curriculum, Assessment and Reporting Plan (Created T22014)
## SUMMARY OF REQUIREMENTS P-12 STUDENT

<table>
<thead>
<tr>
<th>Category</th>
<th>Definition</th>
<th>Curriculum taught</th>
<th>Assessment and reporting</th>
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<tbody>
<tr>
<td>Most students</td>
<td>Students in a year level</td>
<td>Year level curriculum for age cohort (with differentiated instruction as specified in <a href="#">Policy statement: Curriculum provision to students with diverse learning needs</a>)</td>
<td>Assessed and reported against the year level achievement standard for age cohort.</td>
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</table>
| Students requiring additional learning support | Students requiring additional learning support to meet year level expectations | Year level curriculum for age cohort for majority (with differentiated instruction and focused teaching as required). Small percentage provided a different year level curriculum as identified in the Individual Learning Plan. | Assessed and reported against the achievement standard of the year level curriculum provided, as identified in the Individual Learning Plan. **

**For students who were provided a different year-level curriculum than their age cohort for the reporting period — in one or more learning areas, as documented in the Individual Learning Plan (previously negotiated with parents) — use the Variations to Reporting tab in the OneSchool SER module. In the comments section of the report indicate the year level curriculum that the student has been provided for the learning areas and subject(s) during that reporting period.**

## REPORT COMMENTS

Written comments outline what a student has achieved and provide advice on areas for improvement. At Pacific Pines Primary, comment banks (derived from the [Australian Curriculum/QCAR](#)) have been developed to support teachers in the writing of report comments.

Within each Learning Area/Subject area there are numerous aspects on which to report, depending on the learning and assessment undertaken in the reporting semester. Comment Banks are provided as a guide to these focus areas. Each student report may be made up of comments from differing focus areas depending on the student’s strengths and goals.

When developing comments, teachers consider the following:

**Comments:**
- contain clear/plain language, concise and appropriate language for the audience. Language should be a simplified or paraphrased version of the language of the Australian Curriculum/ or QCAR Essential Learnings and Ways of Working
- focus on the student , not just the content of your teaching
- are stated positively, with a focus on what students ‘can do’ and goals for improvement. For example, Jim requires frequent encouragement and scaffolding to complete classroom learning experiences. In order for Jim to become a more independent learner, he will need to improve his goal setting. not Jim seldom completes classroom learning experiences.
- are personal — although a comment bank is provided, the comment should be tailored to suit the strengths and goals of the student
- vary in sentence structure — ie: don’t start all sentences with the student’s name or He/She e.g. _______
- require support when writing simple sentences. OR When writing simple sentences, _________ requires support.
- Refer to [General Guidelines](#) for advice on tense, grammar, terms not to use and vocabulary.

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**Adapted from a template provided by Earnshaw State College P-6 Curriculum, Assessment and Reporting Plan (Created 7/2/2014)**
## Comment Structure

### Learning Area

<table>
<thead>
<tr>
<th>Comments</th>
<th>Actions</th>
<th>Responsibility</th>
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</table>
| **English**
  Overall rating
  Comments should indicate student's individual strengths and how they can improve.
  Comments should address EACH OF the following:
  - Receptive Modes (Reading, Viewing, Listening)
    3-5 Strengths comments particular to child directly from Achievement Standard Comment Bank
    Comments need to be selected for all strands of Reading, Viewing & Listening (Single return)
  - Productive Modes (Writing, Creating, Speaking)
    3-5 Strengths comments particular to child directly from Achievement Standard Comment Bank
    Comments need to be selected for all strands of Writing, Speaking & Creating. (Single return)
  - **NEXT STEPS FOR LEARNING:** comments related to and adjusted from Achievement Standard Comment Bank
| Reports each semester
  (Class Teacher) | Bank |

| **Geography**
  Overall rating
  Comments should indicate student's individual strength
  Comments should address a combination of the following:
  - Geographical Knowledge and Understanding
  - Geographical Inquiry Skills
  Overall Comment (contextualize) (single return)
  3-5 Strengths comments particular to child directly from Achievement Standard Comment Bank |
| Reports each semester at least one semester as per Curriculum Schedule. | Bank |

| **The Arts**
  Comments from comment bank
  Class teacher will be reporting on individual strands of Media or Visual Art with Achievement/Effort results and relevant comments.
  Performing Arts Specialists will be reporting on individual strands of Music & Drama separately with Achievement/Effort results and relevant comments. |
| Reports each semester
  (Class Teacher & Performing Arts Specialists) | Bank |

| **Mathematics**
  Overall rating
  Comments should indicate student's individual strengths and how they can improve.
  Comments should address EACH OF the following:
  - Proficiency Strand
    2-3 Strengths comments particular to child directly from Achievement Standard Comment Bank
    (Single return)
  - Number & Algebra
    2-3 Strengths comments particular to child directly from Achievement Standard Comment Bank
    (Single return)
  - Measurement & Geometry
    2-3 Strengths comments particular to child directly from Achievement Standard Comment Bank
    (Single return)
  - Probability & Statistics
    2-3 Strengths comments particular to child directly from Achievement Standard Comment Bank
    (Single return)
  - **NEXT STEPS FOR LEARNING:** comments related to and adjusted from Achievement Standard Comment Bank
| Reports each semester
  (Class Teacher) | Bank |

| **Science**
  Overall rating
  Comments should indicate student's individual strength
  Comments should address a combination of the following:
  - Science Knowledge
  - Science Inquiry Skills
  Science Overall Comment (contextualise)
  3-5 Strengths comments, for term 1, particular to child, directly from Achievement Standard Comment Bank
  (single return)
  3-5 Strengths comments, for term 2, particular to child, directly from Achievement Standard Comment Bank
  **NEXT STEPS FOR LEARNING:** comments related to and adjusted from Achievement Standard Comment Bank |
| Reports each semester
  (Class Teacher) | Bank |

| **History**
  Overall rating
  Comments should indicate student's individual strength
  Comments should address a combination of the following:
  - Historical Knowledge and Understanding
  - Historical Inquiry Skills
  Overall comment (contextualise) (single return)
  3-5 Strengths comments particular to child directly from Achievement Standard Comment Bank |
| Reports each semester
  (at least one semester as per Curriculum Schedule) | Bank |

### Learning Area

<table>
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<tr>
<th>Comments</th>
<th>Actions</th>
<th>Responsibility</th>
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</table>
| **Health**
  Overall rating
  Comments as in previous years
  Class teacher will be reporting on individual strands of Media or Visual Art with Achievement/Effort results and relevant comments. |
| Reports each semester
  (Class Teacher & Performing Arts Specialists) | Bank |

| **Technology**
  Overall rating
  Comments the same as previous years |
| Reports each semester
  1 and 2 (Class Teacher) | Bank |

| **LOTE**
  Japanese
  Overall rating
  Years 6-7
  LOTE Specialist will be reporting on Japanese with Achievement/Effort results and relevant comments. |
| Reports for Years 6-7 ONLY
  Each semester
  (LOTE Specialists) | Bank |

| **Instrumental Music**
  Overall rating
  Selected students
  - STRINGS (Years 3-7)
  - BRASS & WOODWIND (Years 5-7)
  - PERCUSSION (Years 5-7) |
| Reports each semester
  (Instrumental Music Teachers – as indicated) | Bank |

| **Behaviour**
  Overall rating
  Select from generic comments ONLY. Unless student on a Behaviour Support Plan, then personalise. |
| Reports each semester
  (Class Teacher) | Bank |

| **OVERALL**
  Individualised comment for each student that is not covered elsewhere. For instance, you might talk about the child's application to schoolwork (work ethic, HOT, collaborative learning, group work etc.) |
| Reports each semester
  (Class Teacher) | Bank |

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Adapted from a template provided by Earnshaw State College P-6 Curriculum, Assessment and Reporting Plan (Created T22014)
Using the PPP Achievement Standard Comment Bank

The reporting comment banks loaded into OneSchool are based on the Achievement Standards. Please SELECTIVELY USE AND SLIGHTLY ADJUST the comment banks provided for this will streamline the editing process for everyone.

Each subject has been divided into A, B, C, D, E comments and colour coded. You will need to choose comments from each area and decide which level each child in your class is working at.

First, carefully select from the range of comments available to highlight the child’s individual strengths.

Second, carefully select from the range of comments to highlight the child's relative NEXT STEPS. Refer to table above for instructions.

Please refer to samples for style, formatting and length.

Report Card Comment - Samples

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**Example 1: Year 3 English**

**ENGLISH Overall Comment**

In term 1, (Name) analysed a range of persuasive media texts. (She,He) also explored characters and characterisation in narrative texts, presenting an oral point of view about a character. During term 2, (Name) investigated literary, informative and digital texts identifying features and the way authors portray events and experiences. (She,He) responded to different versions of a story and created a spoken retell of a story from another perspective.

(Name) demonstrates a comprehensive understanding of how text structures, language features, images and vocabulary are used for different purposes and effects. (She,He) competently reads texts that contain varied sentence structures and a range of punctuation. (Name) selects and shares information, ideas and events in texts that relate to (her, his) own life and to other texts. (Name) listens respectfully to others’ views and responds appropriately.

(Name) is a capable and confident writer who creates well-composed texts for familiar and unfamiliar audiences. (She,He) demonstrates effective use of a range of grammar, punctuation and vocabulary to achieve different purposes. (Name) checks (her, his) work for meaning and uses a wide range of strategies to correctly spell familiar and unfamiliar words. (She,He) participates in class and group discussions, asking questions, providing feedback and making presentations.

**NEXT STEPS:**

- Connect ideas in different parts of a text and identify both literal and implied meaning.
- Contribute to class and group discussions and ask relevant questions.

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**Example 2: Year 4 Maths**

**MATHS Proficiency Strand**

**Number & Algebra**

2-3 strengths

(Name) demonstrates a sound level of understanding of required concepts, facts and procedures and is beginning to apply skills in familiar situations. (She,He) uses mathematical language, conventions and symbols appropriately in most instances. When prompted, (Name) checks answers using a given strategy.

(Name) attempts to solve simple problems involving the four operations using a range of strategies. (She,He) uses a growing understanding of the connections between addition, multiplication, subtraction and division, to find unknown quantities in number sentences. (Name) continues some simple patterns involving fractions and decimals.

**Measurement & Geometry**

2-3 strengths

(Name) connects three-dimensional objects with their nets and other two-dimensional representations. (She,He) is beginning to use appropriate units of measurement for length, area, volume, capacity and mass. (Name) is beginning to estimate and measure different angles using degrees, and draw angles using a protractor.

(Name) uses a grid reference system to locate landmarks. (She,He) constructs, compares and interprets simple data displays.

**NEXT STEPS:**

- Correctly order and locate some common decimals and unit fractions on a number line.
- Check the reasonableness of answers using estimation and rounding.

---

**Example 3: Year 4 Science**

**SCIENCE Overall Comment**

This semester in Science, students were given the opportunity to develop an understanding of Biological and Earth and Space Sciences and gain a better understanding of how science helps people understand the effects of their actions. They worked on increasing their own science skills through investigations and experiments.

(Name) identified an example of how natural or human processes can cause changes to the Earth’s surface. With prompting, (she,he) identified a way to reduce or control problem erosion. (Name) required support to plan an investigation to test (her, his) solution to an erosion problem. (She,He) recorded findings and with assistance, described (her, his) observations and suggested reasons for observed changes.

(Name) displayed a sound understanding of how living things depend on each other and the environment for survival. (She,He) described key stages in life cycles. (Name) described some relationships that assist and hinder the survival of living things. (She,He) required support to suggest an action that can be taken to protect an endangered plant or animal and justify why this action is necessary. With support, (Name) was able to discuss (her, his) observations and compare these findings with (her, his) predictions.

**Result Overall**

C

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Adapted from a template provided by Earnshaw State College P-6 Curriculum, Assessment and Reporting Plan (Created T2|2014)
The following are suggestions for structuring report comments:

**General Learning statement:**
This is the opening sentence which introduces the reader to the knowledge and skills focus for that subject and should contain the student’s name. It should explain the learning focus of the subject in simple language. There is no need to begin this opening sentence with “This semester...” It becomes repetitive when reading the report card as a whole.

**Progress/Achievement statement:**
This statement includes several sentences (generally 3-4 sentences) providing information on the student’s level of achievement of the taught curriculum. In these sentences, explain how the students are performing.

**Final Sentence:**
This should be individualised, indicating a strength for the student and/or a goal for future learning.

### REPORTING RESPONSIBILITIES: Pacific Pines Primary

<table>
<thead>
<tr>
<th>KLA</th>
<th>Year</th>
<th>Strands</th>
<th>Teacher</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early Learning Areas</strong></td>
<td>Prep</td>
<td></td>
<td>Classroom teacher</td>
<td>All to be entered in OneSchool. Use comments to report on student achievement in these early learning areas.</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>P-7</td>
<td></td>
<td>Classroom teacher</td>
<td>Comment Banks are available as a guide. Refer to progress and achievement in individual targets in: Yrs 1-3: Reading, Writing and Numeracy Yrs 4-7: Maths, English and Science</td>
</tr>
<tr>
<td><strong>Maths</strong></td>
<td>P-7</td>
<td></td>
<td>Classroom teacher</td>
<td>Comment Banks are available as a guide</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>P-7</td>
<td></td>
<td>Classroom teacher</td>
<td>Comment Banks are available as a guide</td>
</tr>
<tr>
<td><strong>History Geography</strong></td>
<td>P-7</td>
<td></td>
<td>Classroom teacher</td>
<td>Comment Banks are available as a guide</td>
</tr>
<tr>
<td><strong>SOS (PS&amp;E)</strong></td>
<td>3-7</td>
<td></td>
<td>Classroom teacher</td>
<td>This DOES NOT INCLUDE the use of computers in learning. The technology KLA is <a href="http://www.qsa.qld.edu.au/p-9/7299.html">http://www.qsa.qld.edu.au/p-9/7299.html</a></td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>1-7</td>
<td></td>
<td>Classroom teacher</td>
<td></td>
</tr>
<tr>
<td><strong>HPE</strong></td>
<td>1-7</td>
<td></td>
<td>PE Teacher</td>
<td>Comment Banks are available as a guide</td>
</tr>
<tr>
<td><strong>The Arts</strong></td>
<td>1-7</td>
<td>Music</td>
<td>Music Teacher</td>
<td>Comment Banks are available as a guide</td>
</tr>
<tr>
<td><strong>LOTE (Japanese)</strong></td>
<td>1-7</td>
<td></td>
<td>LOTE Teacher</td>
<td>Comment Banks are available as a guide</td>
</tr>
<tr>
<td><strong>Effort and Behaviour</strong></td>
<td>P-7</td>
<td></td>
<td>Classroom teacher</td>
<td>Comments should relate to code of school behaviour in classroom and playground. Guided by behaviour matrix.</td>
</tr>
<tr>
<td><strong>All Learning Areas</strong></td>
<td>P-7</td>
<td></td>
<td>EAL/D Learners</td>
<td>EAL/D Learner’s progress report. For these students there can be an exemption from the 5-point scale reporting requirement if necessary. For these students, reports are to contain a written statement about the student’s: - English language proficiency against the Bandscals for EAL/D learners - achievement in the learning areas of the Australian Curriculum and the Queensland curriculum if appropriate.</td>
</tr>
<tr>
<td><strong>Students with Special Needs</strong></td>
<td>P-7</td>
<td></td>
<td>EIP Goals</td>
<td>Comments relating to IEP goals to be negotiated with EIP teaching staff.</td>
</tr>
</tbody>
</table>

**General Guidelines: Grammar and Vocabulary**

- Student reports should be written in formal (bit accessible) language.
- The full Christian name of the student is to be used. Shortened names and nick-names are not appropriate. Names identified as ‘Preferred names’ in OneSchool are acceptable.
- The technology KLA is http://www.qsa.qld.edu.au/p-9/7299.html
- Use comments to report on student achievement in these learning areas.
- All reports are written to the parents or legal guardians not to the students. Students should not be addressed directly. e.g. Well done, Susan!
- However, they are the subject of the report and maybe indirectly addressed. e.g. Susan is encouraged to make greater use of class time and to complete her homework regularly.
- Student reports should be written in the third person. Therefore no ‘I’ statements should be included.
- If you use ‘however’ as a conjunction, it needs to look like this: Susan has worked well this semester, however, ...

**Appropriate Use of Tenses**

- **Present Tense** This refers to actions that are happening now - at this moment.
  - e.g. Susan is an enthusiastic student and always participates actively in class activities.
  - Susan works reasonably well in this subject and co-operates willingly in class.
- **Past Tense** This refers to actions that have happened in the past - a few seconds ago or throughout last semester.
  - e.g. Susan has been an enthusiastic student who willingly participated in all class activities.
  - Susan worked diligently throughout this semester and co-operated willingly in class.
- **Future Tense** This refers to actions that will happen in the future - in a few seconds, over the next term or in a few years.
  - e.g. Susan will need to co-operate more fully during class activities if her results are to improve.
- **Mixing Tenses** Most reports will be a combination of past and present.
  - e.g. Susan readily contributes to class discussion and has displayed a genuine interest in the subject all semester.

Use future tense sparingly as the aim of the report is to provide feedback on the skills/attitudes currently demonstrated (present) and the work completed (past) throughout the semester.
### Appropriate Use of Spelling and Punctuation

<table>
<thead>
<tr>
<th>Correct</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester One</td>
<td>Semester 1, semester one, Semester one</td>
</tr>
<tr>
<td>This semester</td>
<td>This Semester</td>
</tr>
<tr>
<td>This term</td>
<td>This Term</td>
</tr>
<tr>
<td>Mathematics programme</td>
<td>Mathematics Programme</td>
</tr>
<tr>
<td>Susan has excelled at</td>
<td>Susan has excelled at mathematics...</td>
</tr>
<tr>
<td>Susan has a scientific mind...</td>
<td>Susan has a Scientific mind...</td>
</tr>
<tr>
<td>co-operative</td>
<td>cooperative</td>
</tr>
<tr>
<td>self-esteem</td>
<td>self esteem</td>
</tr>
<tr>
<td>programme</td>
<td>program</td>
</tr>
<tr>
<td>recognise, organise</td>
<td>recognize, organize</td>
</tr>
<tr>
<td>classroom</td>
<td>class room</td>
</tr>
</tbody>
</table>

Well-mannered: A hyphen should be used when it is a direct adjective. E.g. A well-mannered boy.
A hyphen is not used when it is not a direct adjective. E.g. He is well mannered.

### Grammatical Errors

<table>
<thead>
<tr>
<th>Area to be avoided</th>
<th>Correct</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unnecessary use of the pronoun</td>
<td>He is well prepared for lessons and makes an effort to organise himself.</td>
<td>He is well prepared for lessons and he makes an effort to organise himself.</td>
</tr>
<tr>
<td>Tautology (saying the same thing twice)</td>
<td>Sarah is a diligent student.</td>
<td>Sarah is a diligent, hard-working student.</td>
</tr>
<tr>
<td>Collective noun/singular verb</td>
<td>The range of school activities participated in is commendable.</td>
<td>The range of school activities participated in are commendable.</td>
</tr>
<tr>
<td>Ending a sentence with a preposition</td>
<td>Jason enjoyed all the activities in which he participated.</td>
<td>Jason enjoyed all the activities he participated in.</td>
</tr>
</tbody>
</table>

### Terms not to be used

<table>
<thead>
<tr>
<th>Term not to be used</th>
<th>Reason</th>
<th>Alternative</th>
</tr>
</thead>
<tbody>
<tr>
<td>always</td>
<td>Children very rarely always exhibit a certain skill or trait.</td>
<td>Usualy the adjective ‘always’ can be simply deleted. E.g. Joe is (always) well mannered.</td>
</tr>
<tr>
<td>tried hard, worked well</td>
<td>There are many more suitable adjectives that address specific skills &amp; achievements.</td>
<td>Diligent, consistent, applied, competent, effective</td>
</tr>
<tr>
<td>intelligent</td>
<td>You would need an IQ score to validate this comment.</td>
<td>Capable, competent, adept, proficient, perceptive</td>
</tr>
<tr>
<td>pleasing, lovely, alright, impressive, fantastic</td>
<td>These comments are in vernacular language.</td>
<td>Exemplary, courteous, commendable, outstanding, meticulous</td>
</tr>
<tr>
<td>good</td>
<td>There are many more suitable adjectives that address specific skills and achievements.</td>
<td>Satisfactory, considerable, sound, purposeful</td>
</tr>
<tr>
<td>reaching full potential</td>
<td>A child’s full potential cannot be quantified.</td>
<td>Susan is striving to do her best. Susan rejects mediocrity.</td>
</tr>
<tr>
<td>Well done, Jane</td>
<td>Addresses the student and not the parents who are the intended audience.</td>
<td>Jane is to be congratulated for...</td>
</tr>
<tr>
<td>will improve</td>
<td>Do not promise what might not happen.</td>
<td>With continued effort, Jane should... A more positive approach may yield...</td>
</tr>
<tr>
<td>but</td>
<td>Emily displays appropriate expression in her reading, however, experiences difficulty comprehending what was read.</td>
<td></td>
</tr>
</tbody>
</table>

### Appropriate Use of Vocabulary

Teachers should select discerningly from a range of vocabulary to most adequately describe each student’s knowledge, skills, attitudes and abilities.

Refer to Reporting Vocabulary (following page)

### A-E REPORTING VOCABULARY

<table>
<thead>
<tr>
<th>Knowledge &amp; understanding</th>
<th>VHA</th>
<th>HA</th>
<th>S</th>
<th>D</th>
<th>E</th>
<th>SR</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student consistently demonstrates a very high level of knowledge and understanding (of the year level content: facts, concepts and procedures)</td>
<td>The student demonstrates a high level of knowledge and understanding (of the year level content: facts, concepts and procedures)</td>
<td>The student demonstrates a sound level of knowledge and understanding (of the year level content: facts, concepts and procedures)</td>
<td>The student is developing knowledge and understanding (of the year level content: facts, concepts and procedures)</td>
<td>The student requires significant support to develop knowledge and understanding (of the year level content: facts, concepts and procedures)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Ways of Working

<table>
<thead>
<tr>
<th>Term not to be used</th>
<th>Reason</th>
<th>Alternative</th>
</tr>
</thead>
<tbody>
<tr>
<td>inspirational, efficient, profound, precise, exceptional, excellent, imaginative, creative, exceeding, flexible, fluent, masterful, mature, outstanding, powerful, sophisticated, rich, strategic</td>
<td>adapts, apt, adapts, pertinent, proficient, purposeful, thorough, articulate, concise, in-depth, independent, intuitive, skilled, subtle, conversant, meaningful, revealing, sensitive, satisfactory, sound, able, capable, consistent, firm, responsive, steady, aware</td>
<td>is working at needs improvement in needs to consolidate is learning to needs opportunities to needs to develop tries to, makes attempts to attempts to needs encouragement / support / help / assistance with experiences difficulty with is benefiting from practice with is receiving additional help / support with...</td>
</tr>
</tbody>
</table>

Adapted from a template provided by Earnshaw State College P-6 Curriculum, Assessment and Reporting Plan (Created T22014)
PARENT/TEACHER INTERVIEWS

Purpose
The purpose of the interview is to meet parents and give them professional feedback as to the progress of their student/s.

Important Advice
Ensure advice is restricted to areas within your professional expertise – we’re not medical professionals – we’re teachers who may have taught students with disabilities, learning difficulties, medical issues.

Be sensitive to the parent’s feelings. Criticize the quality of a student’s work and share ways to improve it however never criticize the student. An insult of a student to a parent is hard to forget.

Our role is to give advice about learning not child rearing unless our opinion is sought from the parent.

Most parents are very grateful for the good work that you do and they sometimes use parent/teacher interviews to tell you that. Parents also use the time you have given up to meet you as they realize how busy life is and appreciate the fact that you have set aside time to meet with them.

Preparation
Ensure you have booked in the parent & they’ve been informed of their date/time. Have all information ready concerning the student (work samples, assessment marks, comments, etc.).

Have a professional opinion of whether the student is attempting their best effort, attitude, etc. Have tips to increase work capacity / commitment.

Opening the Interview
Generally a question I begin with is, “Do you have any specific questions to ask or would you prefer a general summary of Billy’s progress in English & mathematics?”

The Interview
If giving a summary, begin & end with strengths (pleasant manners, enjoys writing, potential to improve). Slip the criticism in between (not listening attentively, distracts others, struggles with mental computation).

Establish the problem areas (attention-seeking behaviour, struggles with reading, loses focus easily).

Ask the parent to suggest home strategies to help solve the problems at school (reading with student at home, etc.).

Suggest ways that we can help (regular communication/feedback, extension work, etc.).

Closing the Interview
Before the end of the interview, recap what may be agreed to do (e.g. focus on reading at home and filling out the daily Home Reading Record).

Remember to include a positive statement, e.g. “Thanks for meeting with me. I’m sure that this plan will benefit Billy’s class work.”

Then end the interview. Remember not to ask any more questions at this stage. If the parent requires more time to discuss any concerns, offer them an opportunity to schedule an appointment at a later date.

Difficult Situations
Parent/Teacher Interviews are not the time for aggressive confrontations. For your part, always use professional language & concentrate on the student’s work habits – not their personalities.

If a parent is aggressive, then suggest that the interview be re-arranged to include a member of administration. If they don’t back-off, thank them politely and refer them to the Head of School.

If you feel the parent is informing you of confidential family information which is beyond your role as a classroom teacher, refer them to a member of administration. Your role is to report the information you receive not investigate it.

Useful Resources: Reporting
- Policy Statement: Reporting to Parents
- P-2 curriculum, assessment and reporting: Advice and guidelines

Reporting student achievement
- Reporting student achievement and progress in Prep to Year 10 (PDF, 184 kB)
- P-2 curriculum, assessment and reporting: Advice and guidelines (PDF, 1691 kB)