ENGLISH (ACARA – C2C v5)

Unit	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Vocabulary Demands		
1. Enjoying our new world	Students listen to and read texts to explore predictable text structures and common visual patterns in a range of literary and non-literary texts, including fiction and non-fiction books and everyday texts. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations and routines and transitions.	**Learning Intention:** **We are learning to** talk about our favourite stories. **Success Criteria:** **I can:** ○ Listen to a story ○ Respond to a story ○ Talk about the characters, objects and events ○ Share my likes and dislikes about a story ○ Make text-to-self connections ○ Make text-to-text connections ○ Talk clearly in front of my friends ○ Stand still and look at my friends when talking	**Speaking: Talk about a favourite story (Monitoring)** Students will select a favourite story and create a short spoken response to elements of the story. **Monitor student learning throughout the unit**	**Literal (Right There) and Inferential (Author & Me) Levels** Connecting, Inferring	Stories Title Listen Prediction Imaginative texts Informative texts Retell Symbols Sentence Duck level words	Sound pics Speak Author Read Text Words Audience Eye contact Illustration Picture Clues	Write Character Left to right Illustrator Voice levels Interesting voice Event Facial expressions Connection
2. Enjoying and retelling stories	In this unit, students will listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain through retelling events. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations, and routines and transitions. Students will sequence events from a range of texts and select a favourite story to retell to a small group of classmates. They will prepare for their spoken retelling by drawing events in sequence and writing simple sentences.	**Learning Intention:** **We are learning to** retell a familiar story and make a personal connection **Success Criteria:** **I can:** ○ Retell the sequence of events from the story ○ Beginning, Middle, End of the story ○ Use time/order words ○ Use descriptive words from the story ○ Draw and write about an event from the story. ○ Make a text-to-self connection with the story ○ Share a personal preference ○ Talk clearly about my chosen story to a familiar audience	**Retell a story – Informative response, oral** Students will demonstrate comprehension, and personal connection to a familiar story through retelling events to peers.	**Literal Level (Right There)** Connecting, Summarising	Sentence Full stop Capital letter Recount Author Left to right Retell Illustrator Illustrations Languages Imaginative Imagination Informative Predicting	Sequence Story Characters Events Sound Pics Words Order Time order Story events Setting Duck level words	Voice Storyteller Texts Audience Connecting
3. Interacting with others	In this unit students listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge and a range of language features. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning-focused teaching and learning, play, real-life situations, investigations and routines and transitions. Students will create a rhyming verse and recite it 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.	**Creates and recites a rhyme -** **Learning Intention:** **We are learning to** listen and find rhyme by writing and speaking. **Success Criteria:** **I can:** ○ Hear when words rhyme ○ Say a word that rhymes with… ○ Create my own rhyming verse ○ Write and illustrate my own rhyming verse ○ Match actions to my rhyme ○ Say and act out my rhyme to my friends ○ Talk about my friend's rhyme ○ Write about my friend's rhyme ○ Tell how I know words rhyme	**Create and recite a rhyme – Imaginative response, oral** Students will listen and demonstrate knowledge of rhyme through written and spoken communication. **Responding to a rhyming story – Informative response, oral** Students will clearly communicate an opinion about a familiar rhyming story and identify the use of rhyme within it.	**Appreciative Level (On My Own)** Activating Prior Knowledge, Visualising **Literal (Right There) and Inferential (Author & Me) Levels** Connecting, Inferring, Summarising	Sound pics Rhyme Texts Left to right Duck level words Sentence Connecting Inferring	Illustrations	

		Responding to a rhyming story – **Learning Intention:** **We are learning to** share our opinions about a story and find the rhyming words in it. **Success Criteria:** **I can:** ○ Actively listen to a story ○ Hear the rhyming words in a story ○ Make a text-to-self connection to a story ○ Use clues in the story to make inferences ○ Plan my presentation – ○ find rhyming words in the story ○ write some more rhyming words with the same sound ending ○ State my opinion ○ Justify my opinion ○ Design a poster to go with my presentation ○ Share my presentation with my friends					
Unit	**Outline**	**Learning Intentions and Success Criteria**	**Assessment**	**Comprehension Demands**	**Vocabulary Demands**		
4. Responding to text	In this unit, students will have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students will create a short imaginative multimodal text that includes illustrations. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations and routines and transitions.	**Reading Comprehension** **Learning Intention:** **We are learning to** • Identify events and characters in a text. • Retell events from a text. • Make connections to the events and characters in the text **Success Criteria:** *I can….* Use SSP to decode words. Ask questions to: • Identify characters. • Identify the setting. • Identify the events. • Infer character feelings. Predict before and during my reading. Retell the events of a story in the correct order. Make text-to-self connections. Read using my interesting talking voice. **Writing a Letter** **We are learning to** create a response to a story **Success Criteria:** *I can….* Listen to a story and think about the events, characters and their feelings. Make text-to-self connections. Share my opinion about the story.	**Responding to text: Looking for Bowser – Short answer questions** Students will read aloud and respond orally to comprehension questions. **Writing and creating a response to a story – Imaginative response, written** Students will write a letter to a main character from a familiar story and create a supporting image or illustration.	**Literal (Right There) and Inferential (Author & Me) Levels** Connecting, Inferring, Summarising **Appreciative Level (On My Own)** Connecting, Inferring	Imaginative texts Understanding stories Duck level words Left to right Sentence Talking voice – read like you're talking Illustration Check Texts – informative, imaginative Inferring Questioning Connecting – Text-to-self Letter Greeting Message Sign-off		

		Use a character's opinion from the story to write my letter. Write a letter: • Using my 'duck hands' to help me write words. • Using finger spaces between my words. • Using capital letters and full stops. • Writing in sentences. • Including a greeting, message, sign-off and image. Retell the story.					

HEALTH AND PHYSICAL EDUCATION (ACARA – C2C v8)

Unit	Term	Outline	Assessment
PBL – STAR values	1 - 4	Weekly STAR value explicitly taught and modelled.	Review of whole school PBL data to determine areas of strength and weakness.
1. HEALTH I can do it!	1	In this unit students explore information about what makes them unique and their strengths and achievements. They participate in play. Students will: • identify different settings where they can play safely and identify and describe the different emotions people experience • understand that they are an individual with unique qualities • identify different settings where they can be active • describe actions that help keep them safe • recognise and name emotions people may experience in different situations • understand reasons for varying individual emotional responses in similar situations practice using strategies to support trying and success when faced with challenges	**Collection of work** Children will complete a series of tasks relating to a single cohesive context. Focused observations of these tasks will be recorded in an observation record and compiled to form a collection of work. Assessment may gather evidence of the students ability to: • identify and describe the different emotions people experience • recognise actions that help them to be safe • identify different settings where they can be active and how to move and play safely.
2. PHYSICAL ACT Let's Get Moving	1	In this unit students will develop the fundamental movement skills of running, hopping, jumping and galloping through active participation in activities, games and movement challenges. Students will: • explore movement and examine the rules and procedures required for successful participation in physical activity • develop and perform the fundamental movement skills of running, jumping, hopping and galloping and apply them in simple activities and games • examine how to solve a movement challenge by testing and trialling possible solutions • apply the fundamental movement skills of running, jumping, hopping and galloping and test to solve movement challenges.	Assessment will gather evidence of the student's ability to: • Demonstrate how to move and play safely • Perform fundamental movement skills and solve movement challenges
3. HEALTH Looking out for others	2	In this unit students will identify and describe different emotions people experience. They will explore and practice ways to interact with others in a variety of settings Students will: • explore different ways of communicating emotions including facial, physical and verbal expressions • understand how emotional responses may differ between people and in different situations • understand the personal and social skills that can be used to interact with others • practise working cooperatively and including others in group situations.	**Interview** Children will view stimulus pictures and respond verbally to questions. Assessment may gather evidence of the students ability to: • identify and describe the different emotions people experience

Unit	Term	Outline	Assessment
4. PHYSICAL ACT Catch that bean	2	In this unit, students will develop their fundamental movement skills while completing beanbag activities and challenges within groups of varying sizes. Students will: • practice fundamental movement skills and sequences • cooperate with others • test solutions to movement challenges through trial and error.	The assessment will gather evidence of the student's ability to: • Use personal and social skills when working with others in a range of activities • Perform fundamental movement skills and solve movement challenges
5. HEALTH I am growing and changing	3	In this unit students explore how their bodies are growing and developing, and identify the actions that will keep them healthy such as diet, hygiene and physical activity. Students will: • explore how bodies grow and change by identifying the body parts and individual characteristics • identify and explore how we look after our bodies • investigate the importance of activity to look after our body • identify who helps me keep healthy and active.	**Collection of work** Children will complete a series of tasks relating to a single cohesive context. Focused observations of these tasks will be recorded in an observation record and compiled to form a collection of work. Assessment may gather evidence of the students ability to: • recognise how they are growing and changing • recognise actions that help them be healthy, safe and physically active
6. PHYSICAL ACT Who wants to play?	3	In this unit students will demonstrate personal and social skills to include others and describe their feelings after participating in a range of active games. Students will: • participate in partner, small group and whole class games • use personal and social skills to include others in games • examine the principles of being a good team member • investigate and describe their feelings after physical activity	Assessment may gather evidence of the student's ability to: • describe how their body responds to movement • understand personal and social skills when working with others in a range of activities
7. HEALTH I am safe	4	In this unit In this unit students identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires. Students will: • understand what children should do to keep themselves safe in different situations • understand the dangers of different places and things in a household • understand how following rules can keep children safe at home • understand the safe behaviours to follow with medicines and around poisons • understand the hazards associated with different water areas and how to stay safe in and around water • understand how fires start and how to be safe in fire emergencies • describe and demonstrate protective behaviours and actions that help keep them safe in various situations. This unit incorporates concepts from the Daniel Morecombe Child Safety Curriculum.	**Collection of work** Children will complete a series of tasks relating to a single cohesive context. They will recognise actions that help keep them safe with medicines and poisons and in situations involving water and fire. Assessment may gather evidence of the students ability to: • recognise actions that help them be safe • demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities
8. PHYSICAL ACT Animal Groove	4	In this unit students will explore the elements of movement (speed, level and shape) and perform movement in response to music. They will also describe how their body responds to movement. Students will: • perform fundamental movement skills in response to music • examine speed, level and shape • create movements in response to stimuli • perform a sequence of movements.	Assessment may gather evidence of the student's ability to: • perform fundamental movement skills and solve movement challenges

HUMANITIES AND SOCIAL SCIENCES (ACARA – C2C v8)

Unit	Semester	Outline	Assessment
1. My Family History	1	In this unit students will explore the following inquiry question: • *What is my history and how do I know?* Learning opportunities support students to: • explore the nature and structure of families • identify their own personal history, particularly their own family backgrounds and relationships • examine diversity within their family and others • investigate familiar ways family and friends commemorate past events that are important to them • recognise how stories of families and the past can be communicated through sources that represent past events • present stories about personal and family events in the past that are commemorated.	**Collection of Work** Students explore important events celebrated in their lives, and identify how people and objects help them to remember.
2. My Special Places	2	In this unit, students will explore the following inquiry question: • *What are places like and what makes them special?* Learning opportunities support students to: • draw on studies at the personal scale, including places where they live or other places that are familiar to them • understand that a place has features and a boundary that can be represented on maps or globes • recognise that what makes a place special is dependent on how people view the place or use the place • observe and represent the location and features of places using pictorial maps and models • examine sources to identify ways that people care for special places • 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.	**Collection of Work** Students identify, represent and describe the features of familiar places, and suggest ways to care for a special familiar place.

MATHEMATICS (ACARA – C2C v5)

Unit	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Vocabulary Demands		
1.	Students will engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions. Through the proficiency strands — Understanding, Fluency, Problem solving and Reasoning students have opportunities to develop understandings of: • Patterns and algebra — identify how objects are similar or different, sort objects based on similar features, identify a rule for a 'sort', identify questions, identify patterns in the environment, copy & describe simple patterns, identify patterns within counting sequences • Using units of measurement — sequence stages within an activity, compare duration of events using time language, directly compare the size of objects, describe the objects • Number and place value — recall counting in ones, identify numbers in the environment, represent quantities, compare numbers, recall counting sequences, represent quantities, visualise arrangements to five, match numerals to quantities, count forwards & backwards from different starting points, compare quantities using 'more', 'less', 'same', identify numbers before, after & next in a sequence, order quantities & numerals • Location and direction — use positional language to describe location, identify positional opposites, represent locations with models & images.	**Learning Intention:** **We are learning to** sort objects into groups **Success Criteria** **I can:** ○ Sort objects into groups ○ Talk about my sorting rule ○ Tell where a new object will fit and why ○ Sort objects another way	**Life in Prep (Monitoring)** Students will compare and order events using the everyday language **Number watch (Monitoring)** Students will count to and from twenty. **Bag Sort – Interview** Students will sort and classify familiar objects and explain the basis for these classifications.	**Applied Level (Think & Search)** Activating Prior Knowledge	Sequence, order First, second, third Next, last, finally Before, after Weekly, daily Often, less often Day, week Sunday, Monday Tuesday, Wednesday Thursday, Friday Saturday Number, counting Forwards, how many Arrangement, start Finish, once Long time, short time Longer, shorter Fast, quick, slow Number names Numerals, count Same, different More, less Question Which, numeral Describe, compare Similar, shape, size Colour, feel, use	Sort, group, rule Count, quantity Total, missing number Connect, visualise Subitise Count on, part Arrange, numeral Match, label Above, below Up, down Back, front Beside, between, far Near, inside, outside Next to, in front Behind, over, under On top of High, low Underneath, off Opposites, Forwards, towards High, middle, low Left, right, on, off Pattern, copy Non-pattern Continue, create Quantities Represent, Increasing, decreasing	Growing, repeating Materials Representation Equal number Total, one more Rearrange, collection Backwards Recount, record Symbols, numerals Words, pictures Long, short, tall Height, length Mass, heavy Light, fat, thin, thick Longer, shorter Space, cover Fit inside, bigger Smaller, straight Curvy, measure Compare, big

Unit	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Vocabulary Demands		
2.	Students will engage in activities across the five contexts of learning — focused teaching and learning, investigations, active learning, real life situations, routines and transitions. When opportunities arise in the classroom, the appropriate strand of mathematics — Number and algebra, Measurement and geometry, Statistics and probability — may be addressed. Students develop understandings of: • Using units of measurement — compare the length of objects using direct comparison, compare the height of objects, describe the thickness and length of objects, compare the length of objects using indirect comparison, compare and order durations, order daily events • Shape — describe lines, describe familiar two-dimensional shapes, compare and sort objects based on shape and function, construct using familiar three-dimensional objects, explore two-dimensional shape • Number and place value — count to identify how many, recall forwards and backwards counting sequences, compare quantities, connect number names, numerals and quantities, represent quantities, partition quantities, subitise collections to five • Location and transformation — identify positions, describe movement, give and follow movement directions, explore locations • Data representation and interpretation— use questions to collect information • Patterns and algebra — describe repeating patterns, continue repeating patterns, describe repeating patterns using number	**<u>SORTING SHAPES</u>** **Learning Intention:** **We are learning to** sort and name shapes **Success Criteria:** **I can:** ○ Name shapes ○ Sort shapes based on: ○ Colour ○ Number of sides/corners ○ Size ○ Sides – straight/curved ○ Shape ○ Describe my sorting and explain why ○ Make more than one sort **<u>ON MY PLATE</u>** **Learning Intention:** **We are learning to** make connections between number names, numerals and collections up to 10 **Success Criteria:** **I can:** ○ Count in sequence to 10 ○ Make a collection of objects to 10 ○ Count a collection of objects up to 10 ○ Name and identify numerals to 10 ○ Decide which collection has more, less or same/equal ○ Subitise up to 5 ○ Tell you about my thinking	**Length: Super Me (Monitoring)** Students will use direct and indirect comparisons to decide which is longer and explain reasoning in mathematical language. **Exploring Location (Monitoring)** Students will use appropriate language to describe location and movement. They will give accurate and simple directions and locate objects. **Exploring shape (Monitoring)** Students will group objects based on common characteristics and sort shapes. **Shape Sort – Interview/work sample** Students will select shapes to represent familiar objects and justify their selection by referring to features of the shapes and objects. **On my plate – Interview** Students will connect number names, numerals and quantities up to 10, count to and from 20 and order small collections.	**Applied Level (Think & Search)** Activating Prior Knowledge **Applied Level (Think & Search)** Activating Prior Knowledge **Evaluative Level (Author & Me)** Evaluating **Literal Level (Right There)** Activating Prior Knowledge **Applied Level (Think & Search)** Visualising	Length, longer Longest, shortest Shorter, short, long Same, compare, thick Thicker, thickest Thinner, thinnest, thin Height, taller, tall Short, shorter, Shortest, high, higher Highest, low, lower Lowest, as tall as Tallest, The same length as As long as, as short as Compare, too high Too low, distance How far, further, far Furthest, apart, close Closer, wide Narrow, wider, widest Width, nearest Narrowest , low Lower, lowest, nearer Narrower, near, far Thickness Measure, objects Shapes, different Similar, sort, match Sides, faces Edges, curved Straight, corners Describe, box, ball	Tube, stack, roll Slide, cone, cylinder Cube, sphere Rectangular prism Lines, open shape Closed shape Inside shape Outside the shape Common, circle Square, rectangle Triangle, before After, next, order Numbers, quantity Count, sequence Forwards, backwards Starting point, ones Counting sequence More, less How many, total Collection, more than Less than, most, least Partition, parts Whole, split Represent Pattern rule, above Below, up, back Front, beside Between, far, near Inside, outside Next to, in front Behind, location Under, left, right Middle, movement Path, direction Start, finish, middle Straight, curvy, windy Direct, forwards Backwards, stop,	go Turn, to, from Pattern, straight sides Curved sides, Instructions, left, right Directions, end Arrows, markers Inside, outside In, on, sideways Up, back, front Under, over Maze, map Describe Copy, non-pattern Repeat, repeating Continue, colour Shape, size, loud Soft, fast, slow High, low, explain Long time, short time Quick, slow Recently, A long time ago Once upon a time When, day, night Morning, afternoon Evening, midday Events Midnight, next time How long How many, Represent Total, sequence Count, Questions Answers, yes, no Information, stop, go

Unit	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Vocabulary Demands		
3.	Students will engage in activities across the five contexts of learning — focused teaching and learning, investigations, active learning, real life situations, routines and transitions. When opportunities arise in the classroom, the appropriate strand of mathematics — Number and algebra, Measurement and geometry, Statistics and probability — may be addressed. Students develop understandings of: • Using units of measurement — make direct and indirect comparisons of mass, explain comparisons of mass, sequence familiar events in time order, sequence the days of the week, connect days of the week to familiar events • Number and place value — compare quantities, equalise quantities, combine small collections, represent addition situations, identify parts and the whole, partition quantities flexibly, share collections, identify equal parts of a whole • Patterns and algebra — identify, copy, continue and describe growing patterns, describe equal quantities • Data representations and interpretation — identify questions, answer yes/no questions, use data displays to answer simple questions	**Answering Questions –** **Learning Intention:** **We are learning to…** ○ Ask and answer yes or no questions. ○ Record answers to a question. ○ Talk about data. **Success Criteria:** **I can:** ○ Answer a yes/no question. ○ Ask four friends a question. ○ Record my friend's answers. ○ Talk about what the data means to me. ○ Write my own yes/no question to find out more information about the topic. **Duration and Weekly Events –** **Learning Intention:** **We are learning to…** ○ Connect days of the week with an activity. ○ Explain why some activities take longer than others. ○ Explain how we know events are in the correct order. **Success Criteria:** **I can:** ○ Name the days of the week. ○ Tell an activity I do on each day of the week. ○ Tell how long events take. ○ Sequence events in the right order. ○ Explain my thinking.	**Exploring equivalence (Monitoring)** Students will make connections between equal quantities. **School Bag (Monitoring)** Students will compare objects using mass. **Answering questions – Work sample/Observation** Students will answer simple questions to collect information and make simple inferences. **Duration and weekly events – Work sample/Observation** Students will connect days of the week, and explain the order and duration of events.	**Literal (Right There) Level** Activating Prior Knowledge, Evaluating **Literal (Right There) Level** Predicting, Evaluating **Inferential (Author & Me) Level** Activating Prior Knowledge, Connecting **Literal (Right There) and Inferential (Author & Me) Levels** Activating Prior Knowledge, Connecting	Count, compare Sort, number Total, quantity Amount, more, less The same, subitise Make, match Equal, most, least Combine, join Arrangement, Count forwards Recount, add, total Addition, makes More, join, quantity Less, larger amounts Smaller amounts Growing, increase Altogether, sum Combine, balance Lighter, heavier Same, mass Numeral, word Measure, compare Parts, whole, together Collection, take More, less Up, down	More Makes, and, more Partition Visualise, record Collection, split Questions, answers Yes, no, information Locate, describe Predict, represent Display, locate Share, give out Equal, parts, shares Fairness, each, whole Groups, sequence Order, first, second Third, then, next Last, finally, before After, weekly, daily Often, less often Day, week, Monday Tuesday, Wednesday Thursday, Friday Saturday, Sunday Night, time, yesterday	Today, tomorrow This week, last week Next week, same time Different time, longer Shorter, always Sometimes, year Month Events, pattern Same, non-pattern Growing, repeating Colour, shape, size Direction, more Increasing, change Similar, describe, copy Bigger, expanding Increasing, decreasing Start, change, part Light, heavy Lighter, heavier Length, lift, weight Mass, sort, heft Compared to, Balance, tip Lightest, heaviest Order, up, down Empty, full

Unit	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Vocabulary Demands		
4.	Students will engage in activities across the five contexts of learning — focused teaching and learning, investigations, active learning, real life situations, routines and transitions. When opportunities arise in the classroom, the appropriate strand of mathematics — Number and algebra, Measurement and geometry, Statistics and probability — may be addressed. Students develop understandings of: • Number and place value — represent quantities, compare numbers, match number names, numerals and quantities, identify parts within a whole, combine collections, making equal groups, describing the joining process • Using units of measurement — directly and indirectly compare the duration of events, directly and indirectly compare the mass, length and capacity of objects • Location and transformation — describe position, describe direction • Shape —describe, name and compare shape	**Learning Intention:** **We are learning to** connect number names, numerals and quantities to 10 and beyond. Count to and from 20. **Success Criteria:** *I can….* Count to and from 20 from any starting point. Represent number names, numerals and collections to 10 and beyond. Match number names, numerals and collections to 10 and beyond. Sequence numerals to: • 10 • 20 • Beyond 20.	**Numerals – Work sample/Peer review** Students will connect number names, numerals and quantities up to 10 and count to and from 20.	**Literal (Right There) Level** Activating Prior Knowledge	Count, number Forwards, backwards Order, sequence Next, before, after Start, number, zero More, less, add, take Position, finish Number names Numerals, collections Quantities, visualise Represent, match Add, take, position Part, whole Subitise, same Between, partition Equal, total, combine Join, share, equal Parts, shares Finish, order, Between First, second, last Beginning, end Share, same, fairness Each, groups Collection, total Capacity, same Space, full, empty Fill, holds more Holds less, Compare, order Mass, heavy, light	Lighter, heavier Too heavy, too light Longer, shorter The same length Predict, tool, sort Display, measure Space, taller, shorter Describe, justify Identify, compare Different, height Length, short Mass, light, heavy Longer, too big Too small, Space, full, empty Fills, holds more Holds less, predict Fat, thin, thick Space, cover Fit inside, bigger Smaller, identify Left, right, under Over, behind In front, beside Between, outside Inside, put, place Find, locate, high, low Up, down, above Below, on, off Move, movement Path, forwards Backwards, around Under, over, beside Outside, inside More, less, how many Equal, total Not equal Getting bigger	Plus, addition Compare, how many Shape, line, corner Join, curved, straight Curvy, big Turn, rotate, side Compare, create Describe, face, edge Square, circle, triangle Rectangle, sphere Cube Long time, short time Longer, shorter, fast Quick, slow, recently A long time ago Once upon a time Same, how many Period of time, order How long, when Represent, compare Remember Often, less often Year, then, next Calendar, day, week Rotate, side, compare create Question Plan, data, decide Represent, arrange How many

SCIENCE (ACARA – C2C v5)

Unit	Outline	Assessment	Comprehension Demands	Vocabulary Demands		
1. Our Living World	Students use their senses to observe the needs of living things, both animals and plants. They begin to understand that observing is an important part of science and that scientists discuss and record their observations. Students learn that the survival of all living things is reliant on basic needs being met, and there are consequences when needs are not met. They analyse different types of environments and how each provides for the needs of living things. Students consider the impact of human activity and natural events on basic needs. They share ideas about how they can support and protect living things in the school grounds.	**Our Living World – Collection of work** Students will represent and share observations about the needs of living things and how an environment can affect them.	**Evaluative Level (Author & Me)** Activating Prior Knowledge, Evaluating	Senses Observe Science Living things Magnifying Glass Microscope Scientists Needs Shelter Basic needs Environment		
2. Our Material World	Students examine familiar objects using their senses and understand that objects are made of materials that have observable properties. Through exploration, investigation and discussion, students learn how to describe the properties of the materials from which objects are made. Students observe and analyse the reciprocal connection between properties of materials, objects and their uses so that they recognise the scientific decision making that occurs in everyday life. Students conduct investigations to determine suitability of materials for a particular purpose and share their ideas and observations using scientific language and representations.	**Make a Wind Ornament – Assignment/Project** Students will describe the observable properties of materials from which an object is made. They respond to questions about observable properties of materials, describe observations and representations and communicate ideas.	**Appreciative Level (On my Own)** Evaluating	Object Material(s) Scientist Science Observe Senses Properties Fabric Waterproof Flexible	Durable Texture Recycling	
3. Weather Watch	Students use their senses to observe the weather and learn that we can record our observations using symbols. Students explore the daily and seasonal changes in the local environment and understand that weather conditions are not the same for everyone. Students observe that weather can change and identify the features that reflect a change in the weather. They are given opportunities to reflect on the impact of these changes on themselves, in particular on clothing, shelter and activities, through various cultural perspectives. Students also learn about the impact of daily and seasonal changes on plants and animals. Throughout the unit students reflect on how the weather affects living things and have opportunities to communicate their observations about the weather.	**Weather and Living Things – Supervised Assessment** Students will suggest how the weather affects them and other living things. They share observations about the weather.	**Literal (Right There) Level** Activating Prior Knowledge, Connecting, Inferring	Observe Record Weather Symbol Change Cloudy Sunny Rainy Snowy Foggy Stormy Windy Hot Warm Cold Strong	Light Bright Dull Day Night Clear sky Cloud Rain Storm Thunder Lightning Flood Cyclone Hail Wet season Senses	Dry season Protect Shelter Home House Rest Needs Weather change Animal Weather symbol Weather types Plants Senses Living things
4. Move It, Move It	Students engage in activities from the five contexts of learning: play, real-life situations, investigations, routines and transitions, and focused learning and teaching. Students use their senses to observe and explore the properties and movement of objects. They recognise that science involves exploring and observing using the senses. Students engage in hands-on investigations and respond to questions about the factors that influence movement. They share observations and ideas and represent what they observe. Students have the opportunity to apply and explain knowledge of movement in a familiar situation.	**Move It, Move It – Collection of journal entries – Collection of work** Students will describe the properties and behaviour of familiar objects. They will share and reflect on observations and respond to questions about familiar objects. Assessment in this unit is ongoing and consists of observations and a collection of work gathered in students' science journals from the various learning experiences during the unit. This format provides a variety of opportunities for students to demonstrate their knowledge and understanding over time.	**Applied (Author & Me) Level** Evaluating, Questioning, Inferring	Observe Senses Vibration Properties Observations Object Slide Spin Bounce Roll Move Movement	Materials	

TECHNOLOGY – DESIGN (ACARA – C2C v8)

Unit	Semester	Outline	Assessment
1. Grow, grow, grow (U2)	1	In this unit, students will explore how plants and animals are grown for food, clothing and shelter, and how food is selected and prepared for healthy eating. They will examine how farms meet peoples' needs. They will design solutions for problems on a farm to produce food and follow steps to make a healthy snack. Suggestions for alternative projects are also described. Students will apply the following processes and production skills: • investigating environments and analysing how they meet a purpose • generating and refining design ideas, communicated by simple drawings • producing a simple drawing of a designed solution that responds to a client's need • evaluating their design and production processes • collaborating and managing by working with others and by sequencing production steps.	**Portfolio** Students describe needs, technologies and designed solutions for a farm and sequence steps to prepare a healthy food.

TECHNOLOGY – DIGITAL (ACARA – C2C v8)

Unit	Semester	Outline	Assessment
2. Computers – Handy Helpers (Part A)	2	In this unit students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They will: • recognise and explore how digital and information systems are used for particular purposes in daily life	**Collection of work** Recognise and explore digital systems and their purpose.

THE ARTS – MUSIC (Essential Learnings)

Topic & Outline		Terms	Assessment
Rhythm and Metre Beat and rhythm	**Partwork** Beat and Rhythm	1 - 4	Monitoring of the individual progress of students using checklists.
Pitch and Melody Singing Vs Speaking	**Form** Phrase Question and Answer		
Instruments Untuned Percussion	**Expression** Fast/Slow Loud/Soft		

THE ARTS (ACARA – C2C v8)

Unit	Term	Outline	Assessment
1. Drama – Drama Stories from the Past (U4)	1	In this unit, students make and respond to drama by exploring photographs and/or stories of family and friends as stimulus. Students will: • explore role and dramatic action in dramatic play, improvisation and process drama about stories of family and friends • use voice, facial expression, movement and space to imagine and establish role and situation • present drama that communicates ideas about stories of family and friends to an audience • respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples.	Assessment will gather evidence of the student's ability to: • describe what happens in drama they make, perform and view about the stories of families and friends • identify some elements in drama when exploring stories from the past and describe where and why there is drama • make and present drama about stories from the past using the elements of role, situation and focus in dramatic play and improvisation.
2. Media Arts – Safe and Sound (U4)	3	In this unit, students will create representations of characters and settings to deliver community safety methods using media art forms. Students will: • explore representations of character through digital forms and presentations of self in media art forms • experiment with images, sound and text • present representations in digital or print form to communicate ideas through posters • describe and discuss the representation of character and safety messages in the work of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples to respond to meaning and visual language.	Assessment will gather evidence of the student's ability to: • communicate about media artworks they make • communicate about media artworks they view • communicate about where and why media artworks are made • make and share media artworks using story principles, composition, sound and technologies.
3. Visual Art – Stormy Clouds (U4)	2	In this unit, students explore how visual language can be used to communicate and relate to mood and experiences. Students will: • explore the depiction of weather in artworks by a range of artists, including Aboriginal and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks • experiment with visual conventions (painting approaches, spatial devices) to manipulate colour and effects to communicate meaning • display artworks and share ideas about choices made for visual language, techniques and processes in their artworks • describe and interpret mood and atmosphere created by weather in artworks.	Assessment will gather evidence of the student's ability to: • describe artworks they make • describe artworks they view • describe where and why artworks are made and presented • make artworks in different forms to express their ideas, observations and imagination • make artworks using different techniques and processes.
4. Dance – Cultural Dance (U4)	4	In this unit, students make and respond to dance by exploring dance from other countries and cultural groups as stimulus. Students will: • explore, improvise and organise ideas by exploring dances from countries/cultural groups (as appropriate) to develop their own dance sequences using the elements of dance (space, time, dynamics, relationships) • use fundamental movement skills to develop technical skills when practising dance sequences from other countries/communities • present dance sequences that communicate new dance ideas to an audience • respond to dances from a range of countries/communities, considering where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.	Assessment will gather evidence of the student's ability to: • describe the effect of the elements in dance they make, perform and view and where and why people from other countries and cultural groups dance • make and perform dance sequences from other countries and cultures using the elements of dance, that demonstrate fundamental movement skills to represent ideas • perform cultural dances safely to develop technical skills to communicate ideas to an audience.