

ENGLISH (ACARA – C2C v5)

Unit	Term	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Risk Assessment &/or Excursion
<p><b>1. Exploring Emotion in Picture Books (U1)</b></p> <p>“I’m the best”</p>	1 Wk 1 - 5	Students listen to, read, view and interpret written picture books, including stories from Aboriginal and Torres Strait Islander cultures. They identify emotive content and justify their interpretations of the stories.	<p><b>Learning Intention:</b> <b>We are learning to</b></p> <ul style="list-style-type: none"> <li>• identify the emotions of a character from a book</li> <li>• talk about this character and how they felt during the story</li> <li>• listen to our friends talk</li> </ul> <p><b>Success Criteria:</b> <b>I can:</b></p> <ul style="list-style-type: none"> <li>○ identify my emotions</li> <li>○ identify the character, setting and events in a story</li> <li>○ identify a character’s emotions</li> <li>○ draw a picture of my emotions</li> <li>○ present a talk to my class</li> <li>○ show whole body listening</li> <li>○ give an opinion and explain my thinking</li> <li>○ understand what is happening in the text (literal)</li> <li>○ understand the clues in the text (inferring jigsaw)</li> </ul>	<p><b>Informative Presentation (Monitoring)</b> Students will explain a viewpoint on a character from a familiar text and share personal connections.</p>	<p><b>Inferential Level (Author &amp; Me)</b> Connecting</p>	
<p><b>2. Explaining how a story works (U2)</b></p> <p>“Handa’s Surprise”</p>	1 Wk 6 - 10	In this unit students listen to, read and view a range of picture books. They retell events of a familiar story using text structure and repetition. Students respond to imaginative stories making connections between personal experiences and the text.	<p><b>Learning Intention:</b> <b>We are learning</b> about the parts of a story and how they go together</p> <p><b>Success Criteria:</b> <b>I can:</b></p> <ul style="list-style-type: none"> <li>○ identify the features of a book cover</li> <li>○ identify characters in a story</li> <li>○ identify the setting of a story</li> <li>○ draw what happens in the 3 parts of the story</li> <li>○ identify the problem</li> <li>○ talk about, draw and write about my favourite part of the story</li> <li>○ make a text to self-connection</li> </ul>	<p><b>Responding to imaginative texts (written)</b> Students will comprehend and respond to imaginative texts (picture books).</p>	<p><b>Evaluative Level (Author &amp; Me)</b> Activating Prior Knowledge and Connecting</p>	
<p><b>3. Exploring Characters in Stories (U3)</b></p> <p>“Pearl Barley”</p>	2 Wk 1 - 5	In this unit students listen to, read, view and interpret spoken, written and multimodal literary texts to identify some features of characters in these texts and to create character descriptions.	<p><b>Learning Intention:</b> <b>We are learning to</b> create a description of a character.</p> <p><b>Success Criteria:</b> <b>I can:</b></p> <ul style="list-style-type: none"> <li>○ Write sentences about:                             <ul style="list-style-type: none"> <li>○ What he/she looks like</li> <li>○ How he/she sounds</li> <li>○ What he/she does</li> <li>○ How they are different</li> <li>○ My connection to the character</li> </ul> </li> <li>○ Include a verb in each sentence</li> <li>○ Use pronouns in my sentences</li> <li>○ Use noun groups to write about my character</li> <li>○ Match my drawing to my description</li> </ul>	<p><b>Character Description – Informative response (written)</b> Students will create a character description using writing and images.</p>	<p><b>Evaluative (Author &amp; Me) and Inferential (Author &amp; Me) Levels</b> Connecting and Questioning</p>	

Unit	Term	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Risk Assessment &/or Excursion
<p><b>4. Engaging with Poetry (U4)</b></p> <p>“Commotion in the Ocean”</p>	2 Wk 6 - 10	In this unit students listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting. Students recite a poem to the class.	<p><b>Learning Intention:</b>  <b>We are learning to</b> read a poem and talk about the features.</p> <p><b>Success Criteria:</b>  <b>I can:</b></p> <ul style="list-style-type: none"> <li>○ Perform the poem in front of my friends with expression</li> <li>○ Talk about the features of the poem, such as:                             <ul style="list-style-type: none"> <li>○ Beat</li> <li>○ Rhyme</li> <li>○ Painting words</li> <li>○ Interesting words (Pictures in my head)</li> <li>○ Alliteration</li> </ul> </li> <li>○ Make a text-to-self connection</li> </ul>	<p><b>Comprehending Poetry</b>                      Students will read, view or listen to a poem, identifying language features and vocabulary used in poetry and recognising literal and implied meaning.</p> <p><b>Poem Recitation – Oral</b>                      Students will perform a recitation or reading of a poem for a familiar audience.</p>	<p><b>Literal (Right There) and Inferential (Author &amp; Me) Levels</b>                      Connecting, Questioning, Inferring</p> <p><b>Appreciative Level (On My Own)</b>                      Connecting, Questioning, Visualising</p>	
<p><b>6. Retelling cultural stories (U6)</b></p> <p>“Peeking Ducks”</p>	3 Wk 1 - 6	Students listen to, read, view and interpret picture books and stories from different cultures. They write, present and read a retell of their favourite story to an audience of peers.	<p><b>Learning Intention:</b>  <b>We are learning to</b> write and present a retell to entertain others.</p> <p><b>Success Criteria:</b>  <b>I can:</b></p> <ul style="list-style-type: none"> <li>○ use past tense</li> <li>○ use sequencing words</li> <li>○ write simple and compound sentences</li> <li>○ find and write about the main events in the story</li> <li>○ use painting words</li> <li>○ use vivid verbs</li> <li>○ use capital letters and full stops</li> <li>○ use my lines and numbers for words I want to spell</li> </ul>	<p><b>Retell of a Cultural Story – Poster/Multimodal Presentation</b>                      Students will create and present a retell of a traditional or cultural story.</p>	<p><b>Applied (Think &amp; Search) Level</b>                      Visualising, Questioning, Connecting</p>	<p><b>Excursion – Trip to the Darling Downs Zoo</b>  <i>Variation to school routine</i>                      Risk Assessment</p>
<p><b>5. Examining the language of communication – questioning (U5)</b></p> <p>“Koala Lou”</p>	3 Wk 7 - 10	Students listen to, read, view and interpret texts with animal characters to explore how they reflect human qualities. Students create an animal character to be included in a literary text, and discuss their choices in an interview.	<p><b>Learning Intention:</b>  <b>We are learning to</b> write and answer open and closed questions.</p> <p><b>Success Criteria:</b>  <b>I can:</b></p> <ul style="list-style-type: none"> <li>○ write an open question</li> <li>○ write a closed question</li> <li>○ pretend to be a character and answer questions</li> <li>○ use a question mark</li> <li>○ prove my characters answer with evidence from the text</li> <li>○ infer about a characters thoughts, feelings and actions</li> <li>○ use conjunctions (joining word)</li> </ul>	<p><b>Reading and Listening Comprehension – Short Answer Questions</b>                      Students will identify and reproduce letter patterns and clusters that represent sounds heard and make literal and inferred meaning about plot and character in stories.</p> <p><b>Create and present a Character – Informative Response (oral)</b>                      Students will create a new character for a familiar story and discuss choices in an interview.</p>	<p><b>Literal (Right There) and Inferential (Author &amp; Me) Levels</b>                      Activating Prior Knowledge, Inferring</p> <p><b>Evaluative (Author &amp; Me) and Appreciative (On My Own) Level</b>                      Connecting, Evaluating</p>	

Unit	Term	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Risk Assessment &/or Excursion
<b>7. Innovation of a Narrative Text (U7)</b>  <b>“The Very Cranky Bear”</b>	4 Wk 1 - 5	Students listen to, read, view and interpret a familiar narrative texts to create an innovation.	<b>Learning Intention:</b> <b>We are learning to</b> innovate a narrative by changing the main character.  <b>Success Criteria:</b> <i>I can....</i> <ul style="list-style-type: none"> <li>○ find and change the main character</li> <li>○ illustrate my story</li> <li>○ show feelings in my illustrations</li> <li>○ use past tense</li> <li>○ use adjectives</li> <li>○ use adverbials (time, place, degree and manner)</li> <li>○ use a story structure (introduction, problem and solution)</li> </ul>	<b>Digital Innovation</b> Students will use writing and drawing to innovate on a familiar story and use software to create a digital version.	<b>Applied (Author &amp; Me) Level</b> Activating Prior Knowledge, Connecting (Text-to-self, Text-to-text and Text-to-world), Questioning, Evaluating	
<b>8. Creating digital procedural texts (U8)</b>  <b>“The Very Cranky Bear” AND “The Lighthouse Keeper’s Lunch”</b>	4 Wk 6 - 10	Students listen to, read, view and interpret traditional and digital multimodal texts to explore the language and text structures of a procedure in imaginative and informative contexts. Students create a digital presentation of a procedure from a literary context.	<b>Learning Intention:</b> <b>We are learning to</b> write a procedure and use Book Creator to publish it.  <b>Success Criteria:</b> <i>I can....</i> <ul style="list-style-type: none"> <li>○ correctly use capital letters and full stops</li> <li>○ write in present tense</li> <li>○ use bossy verbs</li> <li>○ give instructions in the correct order</li> <li>○ match words and images</li> <li>○ use lines and numbers for unknown words</li> <li>○ use Book Creator</li> </ul>	<b>Reading and Comprehension – Short Answer Questions</b> Students will demonstrate reading accuracy, fluency and understanding of the different purposes of texts.  <b>Multimodal Procedure – Poster/Multimodal Presentation (Monitoring)</b> Students will create a digital multimodal procedure, combining and connecting written, visual and spoken elements.	<b>Literal (Right There) and Inferential (Author &amp; Me) Levels</b> Activating Prior Knowledge, Inferring  <b>Literal (Right There) Level</b> Questioning, Connecting, Visualising	<b>Risk Assessment</b> <i>Cooking – hand washing</i> <ul style="list-style-type: none"> <li>• Milkshakes</li> <li>• Sandwiches</li> <li>• Mud</li> </ul>

UNIT	MODE	Aspects of the Achievement Standard - ENGLISH															
		Receptive									Productive						
		Students understand the different purposes of texts.	Make connections to personal experience when explaining characters and main events in short texts.	Identify that texts serve different purposes and that this affects how they are organised.	Describe characters, settings and events in different types of literature.	Read aloud, with developing fluency.	Read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images.	When reading, use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning.	Recall key ideas and recognise literal and implied meaning in texts.	Listen to others when taking part in conversations, using appropriate language features and interaction skills.	Understand how characters in texts are developed and give reasons for personal preferences.	Create texts that show understanding of the connection between writing, speech and images.	Create short texts for a small range of purposes.	Interact in pair, group and class discussions, taking turns when responding.	Make short presentations on familiar topics.	When writing, provide details about ideas or events, and details about the participants in those events.	Accurately spell high-frequency words and words with regular spelling patterns.
1. Exploring Emotion in Picture Books	<b>Informative presentation (monitoring)</b>																
2. Explaining how a story works	<b>Informative response - written</b>																
3. Exploring characters in stories	<b>Reading Comprehension - SSP Interview</b>																
	Character Description <b>Informative response - written</b>																
4. Engaging with poetry	Comprehending Poetry <b>Written</b>																
	Poem Recitation <b>Oral</b>																
5. Examining the language of communication - questioning	<b>Informative response - oral</b>																
6. Retelling cultural stories	<b>Poster/Multimodal presentation</b>																
7. Creating digital procedural texts	<b>Poster/Multimodal presentation</b>																
8. Creating digital texts	<b>Monitoring</b>																

## HEALTH AND PHYSICAL EDUCATION (ACARA – C2C v8)

## HEALTH

Unit	Term	Outline	Assessment	Risk Assessment &/or Excursion
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.	<b>Treat Days:</b> T1 – <i>Teddy Bear's picnic</i> T2 – <i>Movie &amp; PJs</i> T3 – <i>Disco</i> T4 – <i>Jumping Castle &amp; Water Day</i>
<b>1. HEALTH</b> <b>A Little Independence (Y1 U1)</b>	1	In this unit students describe physical and social changes that occur as they grow. They describe their personal strengths and achievements and discuss how these are acknowledged and celebrated. Students identify similarities and differences, and recognise how diversity contributes to identities. Students will: <ul style="list-style-type: none"> <li>describe changes that occur as individuals grow older</li> <li>describe how family and community acknowledge changes</li> <li>recognise similarities and differences in individuals</li> <li>identify factors that influence personal identities</li> <li>discuss how differences and similarities are celebrated and respected.</li> </ul>	<b>Collection of work</b> Students 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: <ul style="list-style-type: none"> <li>describe changes that occur as they grow older</li> <li>recognise diversity and how it contributes to identities</li> </ul>	
<b>2. HEALTH</b> <b>My safety, my responsibilities (Y1 U4)</b>	2	In this unit students identify social changes that occur as they grow older and recognise ways they can take some responsibility for their own safety in different situations including road safety. Students practice strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task. Students will: <ul style="list-style-type: none"> <li>examine safe and unsafe situations and strategies to keep safe</li> <li>recognise and rehearse strategies that help keep them safe</li> <li>explore how responsibilities increase as they grow older</li> <li>examine situations where they may need to seek help from others</li> <li>recognise safety clues and rehearse strategies they can use to seek help.</li> </ul> This unit incorporates concepts from the Daniel Morecombe Child Safety Curriculum.	<b>Collection of work</b> Students complete a series of tasks relating to a single cohesive context. These tasks will be recorded and compiled to form a collection of work. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>describe changes that occur as they grow older</li> <li>select and apply strategies to keep themselves safe and are able to ask for help with tasks or problems</li> </ul>	<b>Firemen Visit</b>
<b>3. HEALTH</b> <b>We all belong (Y1 U3)</b>	3	In this unit students recognise similarities and differences in individuals and groups and describe how these differences can be respected. Students identify and practise emotional responses that reflect their own and others' feelings. They examine and demonstrate ways to include others in activities and practise strategies to help them and others feel they belong. Students will: <ul style="list-style-type: none"> <li>examine similarities and differences</li> <li>recognise how differences contribute to identity</li> <li>understand different ways to demonstrate respect</li> <li>understand how emotional responses influence their own and others' feelings</li> <li>explore ways to help themselves and others feel they belong</li> <li>practise strategies to be friendly and include others.</li> </ul>	<b>Collection of work</b> Students complete a series of tasks relating to a single cohesive context. These tasks will be recorded and compiled to form a collection of work. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>recognise diversity and how it contributes to identities</li> <li>recognise how emotional responses impact on other's feelings</li> </ul>	
<b>4. HEALTH</b> <b>Message targets (Y2 U4)</b>	4	In this unit In this unit students examine the purpose of advertising and the techniques used to engage children. They explore health messages seen in advertising and how they can be used to make good decisions about their own and others health and wellbeing. Students will: <ul style="list-style-type: none"> <li>understand advertising techniques and the purpose of advertising</li> <li>interpret health messages and how they influence people's decisions and behaviours</li> <li>understand how advertisements are used to promote healthy behaviours</li> <li>recognise how to make decisions that promote their own health and wellbeing</li> <li>use their knowledge of advertising and health messages to create a health promoting poster.</li> </ul>	<b>Collection of work</b> Students complete a series of tasks relating to a single cohesive context. These tasks will be recorded and compiled to form a collection of work. The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>examine health messages and describe actions that will keep themselves and others healthy and physically active</li> </ul>	<b>Swimming –</b> <i>Variation to school routine</i> <i>Risk assessment</i>

**PHYSICAL EDUCATION  
YEAR A (EVEN YEARS)**

Unit	Term	Outline	Assessment	Risk Assessment &/or Excursion
<b>1. Playing with balls (Y1 U1)</b>	1	In this unit students will develop the object control skills of rolling, catching, bouncing, throwing through active participation in activities, games and movement challenges. They will use personal and social skills to follow rules and cooperate with others. Students will: <ul style="list-style-type: none"> <li>• explore rules and fair play practices to apply when using balls.</li> <li>• perform fundamental movement skills to send, control and receive balls.</li> <li>• test and evaluate possible solutions to ball skill challenges.</li> </ul>	Assessment may gather evidence of the students ability to: <ul style="list-style-type: none"> <li>• apply fundamental movement skills to send, control and receive objects in different ways to solve movement challenges.</li> <li>• to apply rules and practices to keep themselves and others safe in individual, partner and game activities</li> </ul>	
<b>2. Athletics</b>	2	In this unit, students will develop the fundamental movement skills of running, jumping and throwing. Students will: <ul style="list-style-type: none"> <li>• explore and develop running, jumping and throwing techniques in a variety of situations</li> <li>• refine running, jumping and throwing techniques in athletics based games and to solve challenges</li> <li>• understand the benefits of physical activity for their mind and body</li> </ul>	The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>• refine fundamental movement skills and apply movement concepts and strategies to solve movement challenges.</li> </ul>	
<b>3. Catch me if you can? (Y1 U3)</b>	3	In this unit, students will participate in simple tagging games which incorporate the fundamental movement skills of dodging and running. They will propose a range of alternatives and test their effectiveness to solve movement challenges. They will demonstrate strategies to work in groups and play fairly during tagging games. Students will: <ul style="list-style-type: none"> <li>• demonstrate positive ways to interact others</li> <li>• apply rules required to participate fairly in physical activities, including simple games</li> <li>• perform running and dodging fundamental movement skills</li> <li>• test alternatives and solve movement challenges.</li> </ul>	The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>• demonstrate positive ways to interact with others</li> <li>• demonstrate fundamental movement skills in different movement situations</li> <li>• test alternatives to solve movement challenges</li> </ul>	
<b>4. What's your target? (Y2 U4)</b>	4	In this unit students will perform the refined fundamental movement skills (instep pass, punt kick and one hand strike) and use them to solve movement challenges. They will apply strategies for working cooperatively and apply rules fairly. Students will: <ul style="list-style-type: none"> <li>• examine positive ways to interact with other students</li> <li>• apply object control skills to solve movement challenges and games</li> <li>• perform object control skills in a sequence whilst demonstrating understanding for under, over, through and between people and equipment</li> <li>• investigate rules required to participate fairly in physical activities</li> <li>• apply rules in simple games.</li> </ul>	This assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>• demonstrate fundamental movement skills in different movement situations</li> <li>• test alternatives to solve movement challenges</li> </ul>	

Unit	Aspects of the Achievement Standard – HEALTH AND PHYSICAL EDUCATION YEAR A (EVEN YEARS)								
	Describe changes that occur as they grow older.	Recognise how strengths and achievements contribute to identities.	Identify how emotional responses impact on others' feelings.	Examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active.	Identify areas where they can be active and how the body reacts to different physical activities.	Demonstrate positive ways to interact with others.	Select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems.	Demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges.	Perform movement sequences that incorporate the elements of movement.
1. <b>A Little Independence</b> (Health)									
2. <b>Playing with balls</b> (Physical)									
3. <b>My safety, My responsibilities</b> (Health)									
4. <b>Athletics</b> (Physical)									
5. <b>We all belong</b> (Health)									
6. <b>Catch me if you can?</b> (Physical)									
7. <b>Message targets</b> (Health)									
8. <b>What's your target?</b> (Physical)									



**PHYSICAL EDUCATION CONT (ACARA – C2C v8)  
YEAR B (ODD YEARS)**

Unit	Term	Outline	Assessment	Risk Assessment &/or Excursion
<b>1. Striking</b>	1	<p>Students perform the refined fundamental movement skills of striking and use them to solve movement challenges. They apply strategies for working cooperatively and apply rules fairly.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>develop the fundamental movement skills of striking</li> <li>apply and adjust fundamental movement skills to test and trial solutions to movement challenges.</li> </ul> <p>Cross Country preparation and training</p>	<p>The assessment will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none"> <li>demonstrate fundamental movement skills in different movement situations</li> <li>test alternatives to solve movement challenges</li> </ul>	
<b>2. Athletics</b>	2	<p>In this unit, students will develop the fundamental movement skills of running, jumping and throwing.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>explore and develop running, jumping and throwing techniques in a variety of situations</li> <li>refine running, jumping and throwing techniques in athletics based games and to solve challenges</li> <li>understand the benefits of physical activity for their mind and body</li> </ul>	<p>The assessment will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none"> <li>refine fundamental movement skills and apply movement concepts and strategies to solve movement challenges</li> </ul>	
<b>3. They keep me rolling (Y2 U2)</b>	3	<p>In this unit students will demonstrate fundamental movement skills during activities using scooter boards.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>examine positive ways to interact with a partner</li> <li>perform loco-motor movements using different body parts to travel in different directions</li> <li>apply loco-motor movements to test and solve movement challenges and games</li> <li>perform push and pull movements under, through, and between objects, people and equipment.</li> </ul>	<p>The assessment will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none"> <li>demonstrate positive ways to interact with others</li> <li>demonstrate fundamental movement skills in different movement situations</li> <li>test alternatives to solve movement challenges</li> </ul>	
<b>4. I’m a balliever (Y1 U2)</b>	4	<p>In this unit, students will develop locomotor and object control skills. Students will experiment with using different equipment and parts of their body. They will propose a range of alternatives and test their effectiveness when solving movement challenges.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>discuss the body’s reactions to participating in physical activities</li> <li>perform fundamental movement skills</li> <li>participate in games</li> <li>propose a range of alternatives and test their effectiveness when solving movement challenges.</li> </ul>	<p>The assessment will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none"> <li>identify how the body reacts to different physical activities</li> <li>demonstrate fundamental movement skills in different movement situations</li> <li>test alternatives to solve movement challenges</li> </ul>	



Unit	Aspects of the Achievement Standard – HEALTH AND PHYSICAL EDUCATION YEAR B (ODD YEARS)								
	Describe changes that occur as they grow older.	Recognise how strengths and achievements contribute to identities.	Identify how emotional responses impact on others' feelings.	Examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active.	Identify areas where they can be active and how the body reacts to different physical activities.	Demonstrate positive ways to interact with others.	Select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems.	Demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges.	Perform movement sequences that incorporate the elements of movement.
<b>1. A Little Independence</b> (Health)									
<b>2. Striking</b> (Physical)									
<b>3. My safety, My responsibilities</b> (Health)									
<b>4. Athletics</b> (Physical)									
<b>5. We all belong</b> (Health)									
<b>6. They keep me rolling</b> (Physical)									
<b>9. Message targets</b> (Health)									
<b>8. I'm a balliever</b> (Physical)									

**HUMANITIES AND SOCIAL SCIENCES (ACARA – C2C v8)**

Unit	Semester	Outline	Assessment	Risk Assessment &/or Excursion
<b>1. My changing life (U1)</b>	1	<p>In this unit students will explore the following inquiry question:</p> <ul style="list-style-type: none"> <li>How has my family and daily life changed over time?</li> </ul> <p>Learning opportunities support students to:</p> <ul style="list-style-type: none"> <li>explore family structures and the roles of family members over time</li> <li>recognise events that happened in the past may be memorable or have personal significance</li> <li>identify and describe important dates and changes in their own lives</li> <li>compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences</li> <li>respond to questions about the recent past</li> <li>sequence and describe events of personal significance using terms to describe the passing of time</li> <li>examine sources, such as images, objects and family stories, that have personal significance</li> <li>share stories about the past.</li> </ul>	<p><b>Portfolio</b></p> <p>Students will identify, describe and sequence personal and family events and describe continuities and changes in aspects of daily life over time.</p>	<p><b>Excursion – Retirement Village Visits</b></p> <p>Variation to school routine</p> <p>Risk assessment</p>
<b>2. My changing world (U2)</b>	2	<p>In this unit, students:</p> <ul style="list-style-type: none"> <li>draw on studies at the personal and local scale, including familiar places, e.g. the school, local park and local shops</li> <li>recognise that the features of places can be natural, managed or constructed</li> <li>identify and describe the natural, constructed and managed features of places</li> <li>examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places</li> <li>represent local places using pictorial maps and describe local places using the language of direction and location</li> <li>respond to questions to find out about the features of places, the activities that occur in places and the care of places</li> <li>collect and record geographical data and information, such as observations to investigate a local place</li> <li>reflect on learning to respond to questions about how places and their features can be cared for.</li> </ul>	<p><b>Research</b></p> <p>Students will conduct an inquiry to investigate places and their features at a local scale.</p>	

Unit	Aspects of the Achievement Standard – HUMANITIES AND SOCIAL SCIENCES							
	Identify and describe important dates and changes in their own lives	Explain how some aspects of daily life have changed over recent time while others have remained the same	Identify and describe the features of places and their location at a local scale and identify changes to the features of places	Recognise that people describe the features of places differently and describe how places can be cared for	Respond to questions about the recent past and familiar and unfamiliar places by collecting and interpreting information and data from observations and from sources provided	Sequence personal and family events in order and represent the location of different places and their features on labelled maps	Reflect on their learning to suggest ways they can care for places	Share stories about the past, and present observations and findings using everyday terms to denote the passing of time and to describe direction and location
<b>1. My changing life</b>								
<b>2. My changing world</b>								

## LANGUAGES – INDONESIAN (Essential Learnings)

Unit	Term	Outline	Assessment	Risk Assessment &/or Excursion
1. Indonesian Basics, Language & Culture “Di luar dan di keliling kota”	1 & 2	<b>Out and About: Di luar dan di keliling kota</b> <ul style="list-style-type: none"> <li>Numbers 0-20</li> <li>Greetings for different times of the day (selamat pagi, selamat siang, selamat sore)</li> <li>Asking how are you and responding (Apa kabar? Baik-baik saja)</li> <li>Saying how old you are (Saya berumur ... tahun)</li> <li>My name is ...(Nama saya ...)</li> <li>Colours</li> <li>Transport</li> <li>Responding to Where do you live? (Saya tinggal di ...)</li> <li>Responding to What grade are you in? (Saya di kelas ...)</li> <li>Family</li> <li>Friends</li> </ul>	<ul style="list-style-type: none"> <li>Respond to teacher’s questions using finger puppets (listening and speaking)</li> <li>Respond through singing, chanting and actions (speaking)</li> <li>Guessing games</li> <li>Make a small poster introducing yourself (name, age, I go to school by ...) and read it to the class (reading, writing and speaking)</li> </ul>	
2. Indonesian Basics, Language & Culture “Di luar dan di keliling kota”	3 & 4	<b>Out and About: Di luar dan di keliling kota</b> <ul style="list-style-type: none"> <li>Expressing likes and dislikes</li> <li>Favourite pastimes</li> <li>Pets</li> <li>Days and months</li> <li>Saying the date</li> <li>The weather</li> <li>Telling the time</li> <li>Food and going to the market</li> <li>Shops</li> <li>Places around town</li> <li>Directions</li> </ul>	<ul style="list-style-type: none"> <li>Respond to teacher’s questions (listening and speaking)</li> <li>Respond through singing, chanting and actions (speaking)</li> <li>Guessing games</li> <li>Make an A4 poster on “My town” (Kotaku) and present to the class (writing, reading and speaking)</li> </ul>	

**MATHEMATICS (ACARA – C2C v5)**

Unit	Term	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Risk Assessment &/or Excursion
1.	1 Wk 1 - 5	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>• Number and place value — count numbers, describe growing patterns, investigate the twos number sequence, represent 2-digit numbers, investigate parts and whole of quantities, show standard partitioning of ‘teen’ numbers, investigate subtraction, represent and solve simple addition and subtraction problems</li> <li>• Using units of measurement — sequence days of the week and months of the year, investigate the features and function of calendars, record significant events, compare time durations, investigate length, compare lengths using direct comparisons, make indirect comparisons of length, measure lengths using uniform informal units.</li> </ul>		<p><b>Longer and Shorter (Monitoring)</b> Students will compare objects based on length using informal units.</p> <p><b>Spill and Count (Monitoring)</b> Students will count to and from 100.</p>		
2.	1 Wk 6 - 10	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>• Data representation and interpretation — ask a suitable question for gathering data, gather, record and represent data</li> <li>• Chance — describe the outcomes of familiar events</li> <li>• Number and place value — represent the ones counting sequence to and from 100 from any starting point, represent and record the twos counting sequence, represent and order ‘teen’ numbers, flexibly partition ‘teen’ numbers, describe ‘teen’ numbers referring to the ten and ones, represent and record simple addition and subtraction problems, use counting to solve addition and subtraction problems, use ten to solve simple addition and subtraction problems, explore commutativity.</li> </ul>	<p><b>Will it? Won’t it? Might it?</b> <b>We are learning to</b> Identify if something will happen, might happen or won’t happen when we play a game.</p> <p><b>Success Criteria:</b> <b>I can:</b></p> <ul style="list-style-type: none"> <li>○ identify if something will happen</li> <li>○ identify if something won’t happen</li> <li>○ identify if something might happen</li> <li>○ explains why things will or won’t happen</li> <li>○ justify my thinking</li> </ul> <p><b>My favourite ‘teen’ number</b> <b>We are learning to</b> Recognise and model teen numbers in different ways</p> <p><b>Success Criteria:</b> <b>I can:</b></p> <ul style="list-style-type: none"> <li>○ identify a teen number</li> <li>○ write a teen number</li> <li>○ break a teen number into two parts</li> <li>○ prove my thinking</li> <li>○ model teen numbers</li> <li>○ locate teen numbers on a number line</li> <li>○ break teen numbers into tens and ones</li> </ul>	<p><b>Will it? Won’t it? Might it? – Written/Interview</b> Students will classify outcomes of simple familiar events.</p> <p><b>My working number – Written</b> Students will recognise, model, write and order numbers to 20.</p>	<p><b>Literal Level (Right There)</b> Activating Prior Knowledge</p> <p><b>Literal Level (Right There)</b> Activating Prior Knowledge</p>	

Unit	Term	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Risk Assessment &/or Excursion
3.	2 Wk 1 - 5	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>• Patterns and algebra — investigate &amp; describe repeating &amp; growing patterns, connect counting sequences to growing patterns, represent the tens number sequence, represent &amp; record counting sequences, describing number patterns</li> <li>• Number and place value — represent &amp; record the tens number sequence, investigate quantities &amp; equality, represent two-digit numbers, standard partitioning of two-digit numbers, model double facts, connect addition &amp; subtraction, represent, record &amp; solve simple addition problems</li> <li>• Using units of measurement — describe the duration of an hour, explore &amp; tell time to the hour.</li> </ul> <p>Location and transformation — explore &amp; describe location, investigate &amp; describe position, direction &amp; movement, interpret directions.</p>	<p><b>TEN TRAINS COUNT:</b>  <b>Learning Intention:</b>  <b>We are learning to</b> use materials to represent the numbers in the 10s counting pattern.</p> <p><b>Success Criteria:</b>  <b>I can:</b></p> <ul style="list-style-type: none"> <li>○ Count to 10</li> <li>○ Make groups of 10</li> <li>○ Skip count in 10s</li> <li>○ Show numbers in the 10s counting pattern using different materials</li> </ul> <p><b>SECRET OBJECT:</b>  <b>Learning Intention:</b>  <b>We are learning to</b> give and follow directions to familiar locations.</p> <p><b>Success Criteria:</b>  <b>I can:</b></p> <ul style="list-style-type: none"> <li>○ Give directions to a chosen place</li> <li>○ Listen to and follow directions to a chosen place</li> <li>○ Use positional language                             <ul style="list-style-type: none"> <li>○ Up</li> <li>○ Down</li> <li>○ Left</li> <li>○ Right</li> <li>○ Backwards</li> <li>○ Forwards</li> </ul> </li> <li>○ Find another way to get to the chosen place</li> </ul>	<p><b>Ten trains count (Monitoring)</b>                      Students will make ‘ten trains’ to represent a tens number.</p> <p><b>Secret object – Observation</b>                      Students will give and follow directions to familiar locations. (Bee Bots)</p>	<p><b>Applied Level (Think and Search)</b>                      Activating Prior Knowledge, Connecting</p>	

Unit	Term	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Risk Assessment &/or Excursion
4.	2 Wk 6 - 10	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>• Shape — Investigate the features three-dimensional objects and two-dimensional shapes, and describe two-dimensional shapes and three-dimensional objects</li> <li>• Number and place value — Identify and describe addition and subtraction situations, apply addition strategies, solve subtraction problems, represent and record counting sequences, represent multiples of ten, compare and order numbers, partition two-digit numbers</li> <li>• Fractions and decimals — investigate wholes and halves, partition to make equal parts</li> <li>• Money and financial mathematics — explore features of Australian coins.</li> </ul>	<p><b>Learning Intention:</b>  <b>We are learning to</b> three-dimensional objects and talk about their faces, edges and corners.</p> <p><b>Success Criteria:</b>  <b>I can:</b></p> <ul style="list-style-type: none"> <li>○ Find an edge</li> <li>○ Find a corner</li> <li>○ Find a face</li> <li>○ Name three-dimensional objects                             <ul style="list-style-type: none"> <li>○ Cube</li> <li>○ Cone</li> <li>○ Rectangular prism</li> <li>○ Sphere</li> <li>○ Pyramid</li> </ul> </li> <li>○ Find an edge, corner, face on another three-dimensional object that is the same/different.</li> </ul>	<p><b>Shape shakers – Interview</b>                      Students will describe and compare three-dimensional objects based on their obvious geometric features.</p>	<p><b>Applied (Think &amp; Search) Level</b>                      Visualising, Activating Prior Knowledge</p> <p><b>Literal Level (Right There)</b>                      Activating Prior Knowledge</p>	
5.	3 Wk 1 - 5	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>• Number and place value — represent and record two-digit numbers, flexibly partition two-digit numbers, partition numbers into more than two parts, represent, record and solve simple addition and subtraction problems</li> <li>• Fractions and decimals — identify one half</li> <li>• Patterns and algebra — recall the ones, twos and tens counting sequences, explore number patterns, represent the fives number sequence</li> <li>• Using units of measurement — compare and measure lengths using uniform informal units, order objects based on length, explore capacity, measure capacity using uniform informal units, order objects based on capacity.</li> <li>• Shape — identify and describe familiar two-dimensional shapes, describe geometric features of three-dimensional objects</li> </ul>	<p><b>Learning Intention:</b>  <b>We are learning to</b> use objects to measure things so we can order them.</p> <p><b>Success Criteria:</b>  <b>I can:</b></p> <ul style="list-style-type: none"> <li>○ Order objects</li> <li>○ Measure an object</li> <li>○ Use measuring words</li> <li>○ Choose the best object to measure with</li> <li>○ Prove my choice</li> </ul>	<p><b>Measure to Order – Interview</b>                      Students will order objects based on length using uniform informal units.</p> <p><b>Pantry Puzzle – Interview</b>                      Students will measure and compare the lengths and capacities of two pairs of objects using uniform informal units.</p>	<p><b>Applied (Think &amp; Search) Level</b>                      Questioning, Evaluating</p> <p><b>Applied (Think &amp; Search) Level</b>                      Questioning, Evaluating</p>	
6.	3 Wk 6 - 10	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>• Using units of measurement - describe durations in time, tell time to the half hour</li> <li>• Number and place value - recall, represent and record the ones, twos, fives &amp; tens number sequence, identify number patterns, count collections, represent &amp; record two-digit numbers, standard place value partitioning of two-digit numbers, identifying digit values, exploring doubling &amp; halving, positioning &amp; locating numbers on linear representations, representing, recording &amp; solving simple subtraction problems</li> <li>• Money and financial mathematics - recognise, describe, &amp; order Australian coins according to their value</li> <li>• Location and transformation - give &amp; follow directions, investigate position, direction and movement.</li> </ul>	<p><b>Learning Intention:</b>  <b>We are learning</b></p> <ul style="list-style-type: none"> <li>○ The best way to count a collection.</li> <li>○ To find a number on a number line.</li> <li>○ About Australian coins.</li> </ul> <p><b>Success Criteria:</b>  <b>I can:</b></p> <ul style="list-style-type: none"> <li>○ Skip count in 2s, 5s and 10s</li> <li>○ Rote count to 100</li> <li>○ Match my counting with objects</li> <li>○ Use a number line to find numbers</li> <li>○ Talk about Australian coins</li> </ul>	<p><b>On Time – Interview</b>                      Students will explain time durations and tell time to the half hour.</p> <p><b>A Handful of Beads – Interview</b>                      Students will describe number sequences resulting from skip counting by 2s, 5s and 10s. They will count to and from 100, locate numbers on a number line and recognise Australian coins according to their value.</p>	<p><b>Literal (Right There) and Inferential (Author &amp; Me) Levels</b>                      Activating Prior Knowledge                      Connecting</p> <p><b>Literal (Right There) Level</b>                      Activating Prior Knowledge                      Connecting</p>	

Unit	Term	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Risk Assessment &/or Excursion
7.	4 Wk 1 - 5	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Fractions and decimals — identify a half</li> <li>Number and place value — count collections beyond 100, skip count in ones, twos, fives &amp; tens, identify missing elements, describe patterns created by skip counting, identify standard place value partitions of two-digit numbers, position &amp; locate two-digit numbers on a number line, partition a number into more than two parts, explain how the order of join parts does not affect the total, identify compatible numbers to 10, identify related addition &amp; subtraction facts, subtract a multiple of ten from a two-digit number, identify unknown parts in addition &amp; subtraction, solve addition &amp; subtraction problems</li> <li>Data representation and interpretation — ask suitable questions to collect data, gather &amp; organise data</li> <li>Chance — classify events based on chance.</li> </ul>	<p><b>Find a Half</b>  <b>Learning Intention:</b>  <b>We are learning to</b> <i>find a half of a collection or diagram.</i></p> <p><b>Success Criteria:</b>  <i>I can....</i></p> <ul style="list-style-type: none"> <li>Identify a diagram which represents one half</li> <li>Share</li> <li>Make the two parts equal</li> <li>Show one half</li> <li>Describe halves using everyday language</li> <li>Describe halves using mathematical language</li> </ul> <p><b>Cool Calculations</b>  <b>Learning Intention:</b>  <b>We are learning to</b></p> <ul style="list-style-type: none"> <li>Recognize addition or subtraction problems</li> <li>Use the best strategy to solve the addition or subtraction problems</li> </ul> <p><b>Success Criteria:</b>  <i>I can....</i></p> <ul style="list-style-type: none"> <li>Find the hint word</li> <li>Count on, partitioning and rearranging parts.</li> <li>Write the number sentence using symbols</li> <li>Show addition and subtraction on a part part whole box</li> <li>Use my mathematical words to explain my working</li> </ul>	<p><b>Half a strip of paper (Monitoring)</b>            Students will partition a whole into halves and identify halves of a whole.</p> <p><b>Find a half – Written</b>            Students will identify representations of one half.</p> <p><b>Cool calculations – Interview</b>            Students will carry out simple addition and subtraction.</p> <p><b>Pool Problems – Short answer questions</b>            Students will solve simple addition problems</p>	<p><b>Applied (Think &amp; Search) Level</b>            Evaluating</p> <p><b>Literal (Right There) Level</b>            Activating Prior Knowledge</p> <p><b>Applied (Think &amp; Search) Level</b>            Visualising</p>	
8.	4 Wk 6 - 10	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Patterns and algebra - investigate growing patterns, connect counting sequences to growing patterns, represent addition and subtraction number patterns</li> <li>Number and Place value - use standard and nonstandard partitioning of two-digit numbers, count in number patterns, model numbers with a range of materials, develop and refine mental strategies for addition and subtraction problems, represent part unknown</li> <li>Using units of measurement – compare and sequence familiar events in time</li> <li>Data representation and interpretation – collect, organise and represent data</li> <li>Money and financial mathematics — explore features of Australian coins</li> </ul>	<p><b>Learning Intention:</b>  <b>We are learning to</b></p> <ul style="list-style-type: none"> <li><i>Create and read data</i></li> <li><i>Ask relevant questions</i></li> </ul> <p><b>Success Criteria:</b>  <i>I can....</i></p> <ul style="list-style-type: none"> <li>Choose relevant questions</li> <li>Record answers accurately</li> <li>Represent data using people’s answers</li> <li>Use one to one correspondence (data value)</li> <li>Discuss the data</li> <li>Comprehend the data</li> </ul>	<p><b>Dipping into Data – Portfolio</b>            Students will collect data by asking questions, draw and describe data displays and make simple inferences.</p>	<p><b>Applied (Think &amp; Search) Level</b>            Evaluating</p>	



UNIT	ASS ITEM	MODE	Aspects of the Achievement Standard – MATHS													
			Describe number sequences resulting from skip counting by 2s, 5s and 10s.	Identify representations of one half.	Recognise Australian coins according to their value.	Explain time durations.	Describe two-dimensional shapes and three-dimensional objects.	Describe data displays.	Count to and from 100 and locate numbers on a number line.	Carry our simple additions and subtractions using counting strategies.	Partition numbers using place value.	Continue simple patterns involving numbers and objects.	Order objects based on lengths and capacities using informal units.	Tell time to the half-hour.	Use the language of direction to move from place to place.	Classify outcomes of simple familiar events.
1.																
2.	Will it? Won't it? Might it?	<i>Written/Interview</i>														
	My working number	<i>Written</i>														
3.	Tens Train	<i>Work sample and oral 'prove it' statement</i>														
	Secret Object	<i>Observation</i>														
4.	Shape shakers	<i>Interview</i>														
5.	Measure to order	<i>Interview</i>														
	Pantry puzzle	<i>Interview</i>														
6.	On time	<i>Interview</i>														
	A handful of beads	<i>Interview</i>														
7.	Find a half	<i>Written</i>														
	Cool calculations	<i>Interview</i>														
	Pool problems	<i>Short answer questions</i>														
8.	Dipping into data	<i>Portfolio</i>														

**SCIENCE (ACARA – C2C v5)**

Unit	Term	Outline	Assessment	Comprehension Demands	Risk Assessment &/or Excursion
<b>1. Living Adventure (U1)</b>	1	Students make links between external features of living things and the environments in which they live. They consider how the needs of living things are met in a variety of habitats. They compare differences between healthy and unhealthy habitats, and suggest how changes to habitats can affect how the needs of living things are met. Students understand that science helps people care for environments and living things and they use science knowledge to recommend changes to improve habitats and care for the environment. They share observations using scientific and everyday language.	<b>A Better Place – short answer questions</b> Students will identify a range of habitats and examine a local habitat, describing changes. Students will describe how science helps people care for environments and communicate their observations.	<b>Evaluative Level (Author &amp; Me)</b> Activate Prior Knowledge, Connecting, Summarising, Synthesising	
<b>2. Material Madness (U2)</b>	2	Students explore how everyday materials can be physically changed in a variety of ways according to their properties. They describe the actions used to physically change materials to make objects for different purposes, understanding that science involves asking questions about and describing changes to objects that are used in their everyday lives. Students respond to and pose questions, and make predictions in guided investigations exploring the effects of making physical changes to materials and objects. They use a range of methods to sort information and collect and record observations, comparing them with predictions and with the observations of others. They modify a material for a given purpose, test their modifications and compare their observations with predictions.	<b>Don't Rock the Boat – assignment/project</b> Students will describe the effects of physical changes made to material to make a boat that floats. Students make a prediction, conduct an investigation and record observations.	<b>Applied Level (Think &amp; Search)</b> Predicting, Questioning, Connecting, Inferring	
<b>3. Changes around Me (U3)</b>	3	Students describe the observable features of a variety of landscapes and skies. They consider changes in the sky and landscape and the impact on themselves and other living things. Students represent observable features and share ideas with others about changes in the sky and landscapes and how they affect everyday life.	<b>My Changing World – multimodal presentation</b> Students will share observations about objects, events and changes in the sky and landscape.	<b>Evaluative Level (Author &amp; Me)</b> Activating Prior Knowledge, Connecting, Inferring, Questioning, Evaluating	
<b>4. Exploring Light and Sound (U4)</b>	4	Students explore sources of light and sound. They manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects. They examine how light and sound are useful in everyday life. They respond to and ask questions. They make predictions and share observations, comparing their observations with predictions and with each other. They sort observations and communicate their understandings in a variety of ways. Throughout the unit, ensure all students have opportunities to develop their higher-order thinking skills. Students develop skills in thinking when they are encouraged to reflect, inquire, generate, and analyse, synthesise and evaluate.	<b>Collection of Work</b> Students will describe objects encountered in everyday life and the effects of interacting with them. They will participate in guided investigations of everyday phenomena.	<b>Evaluative Level (Author &amp; Me)</b> Activating Prior Knowledge, Connecting, Questioning, Inferring, Synthesising	

UNIT	ASS ITEM	MODE	Aspects of the Achievement Standard - SCIENCE			
			Describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects.	Describe changes in their local environment and how different places meet the needs of living things.	Respond to questions, make predictions, and participate in guided investigations of everyday phenomena.	Follow instructions to record and sort their observations and share them with others.
1	Describing a habitat	<i>Short answer questions</i>				
2	Rocking the boat	<i>Supervised assessment</i>				
3	Exploring sky and land	<i>Poster/multi-modal presentation</i>				
4	Investigating light and sound	<i>Experimental investigation</i>				

**TECHNOLOGY – DESIGN (ACARA – C2C v8)**

Unit	Semester	Outline	Assessment	Risk Assessment &/or Excursion
1. <b>It's Showtime (U3)</b>	1	<p>In this unit, students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a puppet with moving parts to use in a puppet show.</p> <p>Students will apply these processes and production skills:</p> <ul style="list-style-type: none"> <li>investigating materials, technologies for shaping and joining, and how designs meet people's needs</li> <li>generating and refining design ideas</li> <li>producing a puppet that meets the design brief</li> <li>evaluating their design and production processes</li> <li>collaborating and managing by working with others; following sequenced steps and sequencing the steps for the project.</li> </ul>	<p><b>Portfolio</b></p> <p>Students will design a character puppet with moving parts to use in a puppet show.</p>	

UNIT	ASS ITEM	MODE	Aspect of Achievement Standard – TECHNOLOGY DESIGN						
			Describe the purpose of familiar products, services and environments and how they meet the needs of users and affect others and environments.	Identify the features and uses of technologies for each of the prescribed technologies contexts.	With guidance, create designed solutions for each of the prescribed technologies contexts.	Describe given needs or opportunities.	Create and evaluate their ideas and designed solutions based on personal preferences.	Communicate design ideas for their designed products, services and environments using modelling and simple drawings.	Following sequenced steps, demonstrate safe use of tools and equipment when producing designed solutions.
1	It's show time	<i>Portfolio</i>							

**TECHNOLOGY – DIGITAL (ACARA – C2C v8)**

Unit	Semester	Outline	Assessment	Risk Assessment &/or Excursion
1. <b>Computers – Handy Helpers (Part B – Data Discoveries)</b>	2	<p>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:</p> <ul style="list-style-type: none"> <li>collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning</li> <li>develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps and hiding unnecessary information, when solving simple problems</li> <li>work independently and with others to create and organise ideas and information, and share these with known people in safe online environments.</li> </ul>	<p>Assessment of student learning will be gathered in an online sharing space from three tasks. Students will:</p> <ul style="list-style-type: none"> <li>use digital systems to represent simple patterns in data in different ways</li> <li>collect familiar data and display them to convey meaning</li> </ul>	

UNIT	ASS ITEM	MODE	Aspect of Achievement Standard – TECHNOLOGY DIGITAL			
			Identify how common digital systems (hardware and software) are used to meet specific purposes.	Use digital systems to represent simple patterns in data in different ways.	Design solutions to simple problems using a sequence of steps and decisions.	Collect familiar data and display them to convey meaning.
1	Handy Helpers	<i>Short response answers</i>				

**THE ARTS (ACARA – C2C v8)**

Unit	Semester	Outline	Assessment	Risk Assessment &/or Excursion
1. <b>Visual Arts – What are you thinking? (U3)</b>	1	In this unit students explore how changes in facial features, style and form communicate emotion in artworks. Students will explore the visual language of portraiture and self-portraiture in artworks by a range of artists, including Aboriginal, Torres Strait Islander and Asian artists, and use this to develop their own artworks. They will experiment with visual conventions (drawing, photography) and observation to create artworks to communicate emotion. Students will display artworks and share ideas about visual language choices they made in their artwork. They will describe and interpret emotion in their work.	<b>Collection of Work</b> Students will explore the representation of emotions in portraiture through experimentation with a range of materials and processes.	
2. <b>Dance – Dancing Seasons (U3)</b>	2	In this unit students make and respond to dance by exploring dance using seasons as stimulus.	<b>Collection of Work</b> Students will perform, choreograph and respond to dance using seasons as stimulus.	

UNIT	ASS ITEM	MODE	Aspect of Achievement Standard – THE ARTS					
			DANCE	Describe the effect of the elements in dance they make, perform and view and where and why people dance.	Use the elements of dance to make and perform dance sequences that demonstrate fundamental skills to represent ideas.	Demonstrate safe practice.	VISUAL ART	Describe artworks they make and view and where any why artworks are made and presented.
1	What are you thinking?	<i>Collection of work</i>						
2	Dancing Seasons	<i>Collection of work</i>						

**THE ARTS – MUSIC (DHSS & C2C V8)**

Topic & Outline	Terms	Assessment	Risk Assessment &/or Excursion
<b>Rhythm and Metre</b> <ul style="list-style-type: none"> <li>• Beat</li> <li>• Rhythm</li> <li>• Ta and Ti Ti</li> </ul>	1 - 4	Monitoring of the individual progress of students using checklists.	
<b>Pitch and Melody</b> <ul style="list-style-type: none"> <li>• Singing Vs Speaking</li> <li>• High/low sounds (P8ve → P5th → m3rd apart)</li> </ul> Staff – lines and spaces (s m)			
<b>Instruments</b> Untuned Percussion			
<b>Partwork</b> <ul style="list-style-type: none"> <li>• Song and action</li> <li>• Song and beat</li> <li>• Song and rhythm</li> <li>• Beat and rhythm</li> <li>• 2B ostinato</li> </ul>			
<b>Form</b> <ul style="list-style-type: none"> <li>• Phrase</li> <li>• Question and Answer</li> </ul>			
<b>Expression</b> <ul style="list-style-type: none"> <li>• Fast/Slow</li> <li>• Piano (p) / forte (f)</li> </ul>			