ENGLISH (ACARA – C2C v5)

Unit	Term	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Risk Assessment &/or Excursion
1. Reading, writing and performing poetry (U1) **C2C titles:** ***"Doodledum Dancing"*** ***"Puffin Book"***	1 Wk 1 - 5	Students read and listen to a range of poems to create an imaginative poetry reconstruction. Students present their poem or rhyme to a familiar audience and explain why it is entertaining.	**Learning Intention:** **We are learning to** create and present an imaginative reconstruction of a known poem to a familiar audience. **Success Criteria:** **I can:** ○ Identify poetic features in a poem ○ Alliteration ○ Rhyme ○ Rhythm - syllables ○ Onomatopoeia ○ Repetition ○ Identify the language features in a poem ○ Nouns ○ Verbs ○ Make choices that my audience will enjoy ○ Use the structure of a given poem and my own ideas to create my own poem ○ Explain how I changed the poem and why I think my audience will enjoy it ○ Use effective presentation skills ○ eye contact ○ body language ○ volume ○ pace ○ pitch ○ expression ○ pause ○ introduction ○ explanation	**Imaginative Reconstruction of a Poem – Oral** Students will create and present an imaginative reconstruction of a known poem to a familiar audience.	**Evaluative Level (Author & Me)** Connecting, Evaluating	
2. Stories of Families and Friends (U2) **C2C titles:** ***"Old Pig"*** ***"Fox"*** ***"Our Rooster Jack"*** **L4L titles:** ***"Lucy Goosey"***	1 Wk 6 - 10	In this unit, students explore texts to analyse how stories convey a message about issues that relate to families and friends. Students will write an imaginative new narrative about family relationships and/or friendships for a familiar animal character.	**Learning Intention:** **We are learning to** write a narrative **Success Criteria:** **I can:** ○ Write simple and compound sentences ○ Write in the narrative structure (Orientation, Sequence of events, Complication, Resolution) ○ Use topic-specific vocabulary ○ Use language features: ○ Noun groups - expanded ○ Verb groups ○ Conjunctions ○ Use evaluative language (express opinion about behaviours)	**Imaginative Narrative – Imaginative Response, Written** Students will create a new narrative about family relationships and/or friendships for a familiar animal character.	**Appreciative Level (On My Own)** Visualising, Connecting	

Unit	Term	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Risk Assessment &/or Excursion
3. Exploring Characters (U3) **C2C titles:** ***"The true story of the 3 little pigs" "Emily and the dragon" "The paperbag princess" "Fang Fang's Chinese new year"*** **L4L titles:** ***"Rose Meets Mr Wintergarten"***	2 Wk 1 – 5	In this unit, students read, view and listen to a variety of texts to explore how characters are represented in print and images. Students identify character qualities in texts. They create an alternative character description. Students present their alternative character description to an audience of peers.	**Learning Intention:** **We are learning to** evaluate a character's traits and re-create the character with different traits. **Success Criteria:** **I can:** ○ Evaluate character traits (actions, thoughts, appearance, qualities) through my literal and inferred understanding ○ Make text-to-text and text-to-self connections ○ Compare qualities of 2 different characters ○ Choose appropriate antonyms ○ Use appropriate language features ○ Expanded noun groups ○ Adjectives ○ Make an oral presentation	**Alternative Character Description – Imaginative Response, Oral** Students will create and present an alternative character description to an audience of peers.	**Evaluative (Author & Me) Level** Evaluating, Visualising	
4. Responding Persuasively to Narratives (U4) **C2C titles:** ***"Cinderella", "The Wishing Fish", "Cinders Rox"*** **L4L titles:** ***"The 2 little bush pigs", "The 2 little pigs"***	2 Wk 6 - 10	In this unit, students read, view and listen to a variety of literary texts to explore how language and images are used to persuade audiences. Students compare how the visual representations of a character are depicted differently in two publications of the same story and write a persuasive response giving reasons for a particular preference.	**Learning Intention:** **We are learning to** read and comprehend a text. **Success Criteria:** **I can:** ○ Identify literal and implied meaning ○ Self-monitor and use fix up strategies ○ Make text-to-text connections ○ Read and use my knowledge of sight words ○ Use my knowledge of sound-letter relationships ○ Determine my point of view and justify it with evidence from the text ○ Summarise the text by identifying the main idea and important details ○ Identify descriptive language features used to describe characters in the text	**Reading and Comprehension – Oral** Students will demonstrate reading accuracy and respond orally to comprehension questions.	**Literal (Right There) & Inferential (Author & Me) Levels** Connecting, Summarising, Synthesising	
5. Exploring Procedural Text (U5) ***"George's Marvellous Medicine"***	3 Wk 1 - 5	Students listen to, read and view a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text. Students create, rehearse and present a procedure in front of their peers.	**Learning Intention:** **We are learning to** create, rehearse and present a multimodal procedure **Success Criteria:** **I can:** ○ Generate ideas ○ Discuss my ideas ○ Use everyday language features ○ Noun groups ○ Verbs ○ Capital letters ○ Full stops ○ Logically sequence my steps ○ Draw images to match my text ○ Use presentation skills to engage an audience	**Multimodal Procedure (Monitoring)** Students will create, rehearse and present a multimodal procedure. **Reading Comprehension (Monitoring)** Students will read and comprehend an imaginative text and a procedural text and respond to literal and inferential questions.	**Applied (Think & Search) Level** Predicting, Visualising **Literal (Right There) and Inferential (Author & Me) Levels** Connecting, Skimming, Scanning	**Risk Assessment – cooking:** • **Fruit kebabs** • **Fairy bread**

Unit	Term	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Risk Assessment &/or Excursion
6. Exploring Informative Texts (U6) **C2C titles:** ***"Just Ducks", "Make way for ducklings", "Fox & Fine Feathers"*** **L4L** ***"Just Ducks"***	3 Wk 6 - 10	Students read, view and listen to a range of stories to create an informative text about an event in a literary text.	**<u>Reading Comprehension</u>** **Learning Intention:** **We are learning to** find similarities and differences between imaginative and informative texts to make literal and inferred meaning **Success Criteria:** **I can:** ○ Describe similarities and differences between narrative and informative texts ○ Identify the topic of a text ○ Identify organisational features of a narrative and informative text ○ Identify language features ○ Justify my decisions ○ Use comprehension strategies to comprehend a text ○ Activating prior knowledge ○ Connecting ○ Inferring **<u>Writing an Informative text</u>** **Learning Intention:** **We are learning to** create an informative text from a narrative text **Success Criteria:** **I can:** ○ Find a noun group in a narrative text and rewrite it into a factual sentence ○ Write a simple sentence ○ Write a compound sentence ○ Identify literal and implied meaning ○ Use language features ○ Noun groups ○ Paragraphs ○ Capitals ○ Full stops	**Reading and Comprehension: Comparing Informative and Narrative texts – Short Answer Questions** Students will identify text structure and language features of imaginative and informative texts to make literal and implied meaning. **Writing an Informative text: Information Response – Written** Students will create an informative text from a narrative text.	**Literal (Right There) and Inferential (Author & Me) Levels** Activating Prior Knowledge, Inferring, Connecting **Applied (Author & Me) Level** Synthesising, Questioning	**Risk Assessment – excursion** • **Visit Japanese Gardens**

Unit	Term	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Risk Assessment &/or Excursion

7. Exploring Plot and Characterisation in Stories (U7) ***"Little Cat and the Big Red Bus", "Toy Boat", "Clancy the Courageous Cow", "Spirit of Hope"***	4
	Wk 1 - 5
		Students explore a variety of stories in picture books to explore how stories use plot and characterisation to entertain and engage an audience. Students create a written imaginative event to be added to a familiar narrative, with appropriate images that match the text.	**<u>Reading Comprehension</u>**
			Learning Intention:
			We are learning to
			• Identify how text structures, language features and visual features are used to create characters, settings and events
			• Use our comprehension strategies to build a literal and inferred understanding of the text
			
			Success Criteria:
			I can:
			• Decode words and sentences
			• Find language features in a text to describe characters, settings and events
			  ○ Noun groups
			  ○ Adjectives
			• Self-monitor my decoding and comprehension
			• Use comprehension strategies in the story
			  ○ Find information in the book (literal)
			  ○ Infer
			  ○ Summarise
			  ○ Synthesising
			
			<u>Written Narrative:</u>
			Learning Intention<u>:</u>
			We are learning to
			• Innovate on the text, *Spirit of Hope*, by writing a new event
			• Digitally construct our event with images that match our writing
			
			Success Criteria:
			I can:
			• Describe the plot and characters from *Spirit of Hope*
			• Use text structure
			  ○ To understand a text
			  ○ To write my event
			• Plan my event with supporting images
			• Use language features to make my writing interesting and engage my audience
			  ○ Noun groups
			  ○ Adjectives
			  ○ Proper nouns
			• Punctuate my sentences using
			  ○ Capital letters
			  ○ Full stops
			  ○ Commas
			  ○ Exclamation marks
			  ○ Question marks
			• Digitally construct my event using *Word* and *Paint*
				Reading Comprehension – Short Answer Questions
				Students will read aloud and respond to comprehension questions with oral responses focusing on literal and inferred meaning.
				
				Written Narrative – Poster/Multi-modal Presentation
				Students will write an imaginative event to add to a familiar narrative and support the event with appropriate images that match the text.
					Inferential (Author & Me) Level
					Summarising, Inferring
					
					Appreciative (On My Own) Level
					Visualising, Synthesising	

CARF – YEAR 2

Unit	Term	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Risk Assessment &/or Excursion
8. Exploring Narrative Texts (U8) ***"Eric", "Zen Shorts"***	4 Wk 6 - 10	Students read, view and listen to a range of stories from other cultures. They create a written retell of an event in the life of a person or character from one of the stories studied, and then present a performance of the retell to an audience of peers.		**Reading Comprehension (Monitoring)** Students will read and view two stories with accompanying illustrations and make literal and inferential meanings from the texts. **Written Retell and Performance (Monitoring)** Students will write, edit and perform a retell in the role of a character from a narrative text.	**Literal (Right There) and Inferential (Author & Me) Levels** Connecting, Evaluating **Applied (Think & Search) Level** Summarising, Connecting, Visualising	

UNIT	MODE	Aspects of the Achievement Standard - ENGLISH															
		Receptive									Productive						
		Understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information.	Read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information.	Monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context.	Use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency.	Identify literal and implied meaning, main ideas and supporting detail.	Make connections between texts by comparing content.	Listen for particular purposes.	Listen for and manipulate sound combinations and rhythmic sound patterns.	When discussing their ideas and experiences, students use everyday language features and topic specific vocabulary.	Explain preferences for aspects of texts using other texts as comparisons.	Create texts that show how images support the meaning of the text.	Create texts, drawing on their own experiences, their imagination and information they have learnt.	Use a variety of strategies to engage in group and class discussions and make presentations.	Accurately spell words with regular spelling patterns and spell words with less common long vowel patterns.	Use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters.
1. Reading, writing and performing poetry	***Oral***	■				■			■	■	■		■	■		
2. Stories of families and friends	***Imaginative response - written***		■	■						■			■		■	
3. Exploring characters	***Imaginative response - oral***					■	■						■	■		
4. Responding persuasively to narratives	***Oral*** ***Persuasive response – written (monitoring)***	■	■	■		■					■		■		■	■
5. Exploring procedural text	***Multi-modal procedure (monitoring)*** ***Reading comprehension (monitoring)***	■				■	■			■		■	■	■		
6. Exploring informative texts	***Short answer questions*** ***Informative response - written***	■				■	■			■			■			
7. Exploring plot and characterisation in stories	***Short answer questions*** ***Poster/multi-modal presentation***	■		■		■		■		■		■	■		■	■
8. Exploring narrative texts	***Reading comprehension (monitoring)***	■		■		■	■			■			■	■	■	
	Retell – written (monitoring)	■		■		■	■			■			■	■	■	

HEALTH AND PHYSICAL EDUCATION (ACARA – C2C v8)
YEAR A (EVEN YEARS)

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.	**Treat Days:** T1 – Teddy Bear's Picnic T 2 – Pyjama/Movie Day T3 – Disco T4 - Inflatables
1. HEALTH My Classroom is healthy, safe and fun (Y2 U1)	1	In this unit, students investigate the concept of what health is and the foods and activities that make them healthy. They explore opportunities in the classroom environment where healthy and safe practices can be implemented. Students identify the actions that they can apply to keep themselves and others' healthy and safe in their classroom. Students will: • understand what health means • understand what makes the classroom a healthy and safe environment • understand the actions that can be taken to keep themselves and others healthy and safe in the classroom.	**Research** Students will complete an assignment. They will answer a series of questions to describe actions and select strategies to keep themselves and others healthy and safe. The assessment will gather evidence of the student's ability to: • describe actions that help keep themselves and others healthy and safe • select and apply strategies to keep themselves and others healthy and safe.	
2. PHYSICAL ACT Playing with balls (Y1 U1)	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: • explore rules and fair play practices to apply when using balls. • perform fundamental movement skills to send, control and receive balls. • test and evaluate possible solutions to ball skill challenges.	Assessment may gather evidence of the students ability to: • apply fundamental movement skills to send, control and receive objects in different ways to solve movement challenges. • to apply rules and practices to keep themselves and others safe in individual, partner and game activities	
3. HEALTH Our Culture (Y2 U2)	2	In this unit students explore what shapes their own, their family and classroom's identity. They will examine similarities and differences in individual and groups and ways to include others to make them feel that they belong. Students will explore the importance of celebrating who they are and respecting each other's similarities and differences. Students will: • recognise the influences that shape personal, family and classroom identities • examine how different characteristics make people, families and classrooms unique • recognise similarities and differences between individuals and within a group • identify the feelings people experience when included in groups and excluded from groups • understand how similarities, differences and changes are celebrated by different people • recognise ways to show respect towards others' similarities and differences.	**Research** Students will complete an assignment. They will read the personal profiles of individuals from diverse backgrounds and explore their identity to produce a picture book describing themselves and their cultural identity. The assessment will gather evidence of the student's ability to: • recognise diversity and how it contributes to cultures	
4. PHYSICAL ACT Athletics	2	In this unit, students will develop the fundamental movement skills of running, jumping and throwing. Students will: • explore and develop running, jumping and throwing techniques in a variety of situations • refine running, jumping and throwing techniques in athletics based games and to solve challenges • understand the benefits of physical activity for their mind and body	The assessment will gather evidence of the student's ability to: • refine fundamental movement skills and apply movement concepts and strategies to solve movement challenges.	
5. HEALTH Stay safe (Y2 U3)	3	In this unit students explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and will explore the emotions they feel in response to safe and unsafe situations. Students consider different aspects of sun safety and how they can promote their health, safety and wellbeing. Students will: • understand their personal responsibility in staying safe • understand how to stay safe in the wider community • recognise the clues that can be used to recognise safe and unsafe situations • understand the emotions they feel in response to safe and unsafe situations • identify strategies and actions that can be used by students to keep themselves safe and ask for help if necessary • examine sun safe strategies to promote their own health, safety and wellbeing. This unit incorporates concepts from the Daniel Morecombe Child Safety Curriculum.	**Collection of work** 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. Students will view information about safe behaviours and be given scenarios to role play safe behaviours The assessment will gather evidence of the student's ability to: • describe changes that occur as they grow older • recognise how emotional responses impact on others' feelings • select and apply strategies to keep themselves healthy safe and bale to ask for help with a task or problems.	**Child Safety Pantomime (Police CPU)**

Unit	Term	Outline	Assessment	Risk Assessment &/or Excursion
6. PHYSICAL ACT Catch me if you can? (Y1 U3)	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: • demonstrate positive ways to interact others • apply rules required to participate fairly in physical activities, including simple games • perform running and dodging fundamental movement skills • test alternatives and solve movement challenges.	The assessment will gather evidence of the student's ability to: • demonstrate positive ways to interact with others • demonstrate fundamental movement skills in different movement situations • test alternatives to solve movement challenges	
7. HEALTH Message targets (Y2 U4)	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: • understand advertising techniques and the purpose of advertising • interpret health messages and how they influence people's decisions and behaviours • understand how advertisements are used to promote healthy behaviours • recognise how to make decisions that promote their own health and wellbeing • use their knowledge of advertising and health messages to create a health promoting poster.	**Collection of work** 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: • examine health messages and describe actions that will keep themselves and others healthy and physically active	**Swimming**
8. PHYSICAL ACT What's your target? (Y2 U4)	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: • examine positive ways to interact with other students • apply object control skills to solve movement challenges and games • perform object control skills in a sequence whilst demonstrating understanding for under, over, through and between people and equipment • investigate rules required to participate fairly in physical activities • apply rules in simple games.	This assessment will gather evidence of the student's ability to: • demonstrate fundamental movement skills in different movement situations • test alternatives to solve movement challenges	

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. A Little Independence (Health)									
2. Playing with balls (Physical)									
3. My safety, My responsibilities (Health)									
4. Athletics (Physical)									
5. We all belong (Health)									
6. Catch me if you can? (Physical)									
7. Message targets (Health)									
8. What's your target? (Physical)									

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

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.	**Treat Days:** T1 – Teddy Bear's Picnic T 2 – Pyjama/Movie Day T3 – Disco T4 - Inflatables
1. HEALTH My classroom is healthy, safe and fun (Y2 U1)	1	In this unit, students investigate the concept of what health is and the foods and activities that make them healthy. They explore opportunities in the classroom environment where healthy and safe practices can be implemented. Students identify the actions that they can apply to keep themselves and others' healthy and safe in their classroom. Students will: • understand what health means • understand what makes the classroom a healthy and safe environment • understand the actions that can be taken to keep themselves and others healthy and safe in the classroom.	**Research** Students will complete an assignment. They will answer a series of questions to describe actions and select strategies to keep themselves and others healthy and safe. The assessment will gather evidence of the student's ability to: • describe actions that help keep themselves and others healthy and safe • select and apply strategies to keep themselves and others healthy and safe.	
2. PHYSICAL ACT Striking	1	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. Students: • develop the fundamental movement skills of striking • apply and adjust fundamental movement skills to test and trial solutions to movement challenges. Cross Country preparation and training	The assessment will gather evidence of the student's ability to: • demonstrate fundamental movement skills in different movement situations • test alternatives to solve movement challenges	
3. HEALTH Our Culture (Y2 U2)		In this unit students explore what shapes their own, their family and classroom's identity. They will examine similarities and differences in individual and groups and ways to include others to make them feel that they belong. Students will explore the importance of celebrating who they are and respecting each other's similarities and differences. Students will: • recognise the influences that shape personal, family and classroom identities • examine how different characteristics make people, families and classrooms unique • recognise similarities and differences between individuals and within a group • identify the feelings people experience when included in groups and excluded from groups • understand how similarities, differences and changes are celebrated by different people • recognise ways to show respect towards others' similarities and differences.	**Research** Students will complete an assignment. They will read the personal profiles of individuals from diverse backgrounds and explore their identity to produce a picture book describing themselves and their cultural identity. The assessment will gather evidence of the student's ability to: • recognise diversity and how it contributes to cultures	
4. PHYSICAL ACT Athletics	2	In this unit, students will develop the fundamental movement skills of running, jumping and throwing. Students will: • explore and develop running, jumping and throwing techniques in a variety of situations • refine running, jumping and throwing techniques in athletics based games and to solve challenges • understand the benefits of physical activity for their mind and body	The assessment will gather evidence of the student's ability to: • refine fundamental movement skills and apply movement concepts and strategies to solve movement challenges	
5. HEALTH Stay Safe (Y2 U3)	3	In this unit students explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and will explore the emotions they feel in response to safe and unsafe situations. Students consider different aspects of sun safety and how they can promote their health, safety and wellbeing. Students will: • understand their personal responsibility in staying safe • understand how to stay safe in the wider community • recognise the clues that can be used to recognise safe and unsafe situations • understand the emotions they feel in response to safe and unsafe situations • identify strategies and actions that can be used by students to keep themselves safe and ask for help if necessary • examine sun safe strategies to promote their own health, safety and wellbeing. This unit incorporates concepts from the Daniel Morecombe Child Safety Curriculum.	**Collection of work** 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. Students will view information about safe behaviours and be given scenarios to role play safe behaviours The assessment will gather evidence of the student's ability to: • describe changes that occur as they grow older • recognise how emotional responses impact on others' feelings • select and apply strategies to keep themselves healthy safe and bale to ask for help with a task or problems.	**Risk Assessment & Variation to School Routine: Child Safety Pantomime (Police CPU)**

Unit	Term	Outline	Assessment	Risk Assessment &/or Excursion
6. PHYSICAL ACT They keep me rolling (Y2 U2)	3	In this unit students will demonstrate fundamental movement skills during activities using scooter boards. Students will: • examine positive ways to interact with a partner • perform loco-motor movements using different body parts to travel in different directions • apply loco-motor movements to test and solve movement challenges and games • perform push and pull movements under, through, and between objects, people and equipment.	The assessment will gather evidence of the student's ability to: • demonstrate positive ways to interact with others • demonstrate fundamental movement skills in different movement situations • test alternatives to solve movement challenges	
7. HEALTH Message Targets (Y2 U4)	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: • understand advertising techniques and the purpose of advertising • interpret health messages and how they influence people's decisions and behaviours • understand how advertisements are used to promote healthy behaviours • recognise how to make decisions that promote their own health and wellbeing • use their knowledge of advertising and health messages to create a health promoting poster.	**Collection of work** 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: • examine health messages and describe actions that will keep themselves and others healthy and physically active	**Risk Assessment & Variation to School Routine: Swimming**
8. PHYSICAL ACT I'm a balliever (Y1 U2)	4	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. Students will: • discuss the body's reactions to participating in physical activities • perform fundamental movement skills • participate in games • propose a range of alternatives and test their effectiveness when solving movement challenges.	The assessment will gather evidence of the student's ability to: • identify how the body reacts to different physical activities • demonstrate fundamental movement skills in different movement situations • test alternatives to solve movement challenges	

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.
1. My classroom is healthy, safe and fun (Health)									
2. Striking (Physical)									
3. Stay safe (Health)									
4. Athletics (Physical)									
5. Our Culture (Health)									
6. They keep me rolling (Physical)									
7. Good choices, healthy me (Health)									
8. I'm a balliever (Physical)									

HUMANITIES AND SOCIAL SCIENCES (ACARA – C2C v8)

Unit	Semester	Outline	Assessment	Risk Assessment &/or Excursion
1. Present connections to places (U1)	1	In this unit students will explore the following inquiry question: • *How are people connected to their place and other places?* Learning opportunities support students to: • draw on representations of the world as geographical divisions and the location of Australia • recognise that each place has a location on the surface of Earth, which can be expressed using direction and location of one place from another • identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or region-of-the-world scale • understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world, and that these connections are influenced by purpose, distance and accessibility • represent connections between places by constructing maps and using symbols • examine geographical information and data to identify ways people, including Aboriginal peoples and Torres Strait Islander peoples, are connected to places and factors that influence those connections • respond with ideas about why significant places should be preserved and how people can act to preserve them.	**Supervised Assessment** Students explore the location and significant features of places and consider how people are connected to these and why they should be preserved.	
2. Impacts of technology over time (U2)	2	In this unit, students will explore the following inquiry question: • *How have changes in technology shaped our daily life?* Learning opportunities support students to: • investigate continuity and change in technology used in the home, e.g. in toys or household products • compare and contrast features of objects from the past and present • sequence key developments in the use of a particular object in daily life over time • pose questions about objects from the past and present • describe ways technology has impacted on peoples' lives making them different from those of previous generations • use information gathered for an investigation to develop a narrative about the past.	**Research** Students will conduct an inquiry to answer the question: How and why have changes in road transport affected the lives of people over time?	**Visit to school from olden day car**

Unit	Aspects of the Achievement Standard – HUMANITITIES AND SOCIAL SCIENCES										
	describe a person, site and/or event of significance in the local community and explain why places are important to people	identify how and why the lives of people have changed over time while others have remained the same	recognise that the world is divided into geographic divisions and that places can be described at different scales	describe how people in different places are connected to each other and identify factors that influence these connections	recognise that places have different meaning for different people and why the significant features of places should be preserved	pose questions about the past and familiar and unfamiliar objects and places	locate information from observations and from sources provided	compare objects from the past and present and interpret information and data to identify a point of view and draw simple conclusions	sequence familiar objects and events in order and sort and record data in tables, plans and on labelled maps	reflect on their learning to suggest ways to care for places and sites of significance	develop narratives about the past and communicate findings in a range of texts using language to describe direction, location and the passing of time
1. **Present connections to places**											
2. **Impacts of technology over time**											

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	**Out and About: Di luar dan di keliling kota** • Numbers 0-20 • Greetings for different times of the day (selamat pagi, selamat siang, selamat sore) • Asking how are you and responding (Apa kabar? Baik-baik saja) • Saying how old you are (Saya berumur … tahun) • My name is …(Nama saya …) • Colours • Transport • Responding to Where do you live? (Saya tinggal di …) • Responding to What grade are you in? (Saya di kelas …) • Family • Friends	• Respond to teacher's questions using finger puppets (listening and speaking) • Respond through singing, chanting and actions (speaking) • Guessing games • Make a small poster introducing yourself (name, age, I go to school by …) and read it to the class (reading, writing and speaking)	
2. Indonesian Basics, Language & Culture "Di luar dan di keliling kota"	3 & 4	**Out and About: Di luar dan di keliling kota** • Expressing likes and dislikes • Favourite pastimes • Pets • Days and months • Saying the date • The weather • Telling the time • Food and going to the market • Shops • Places around town • Directions	• Respond to teacher's questions (listening and speaking) • Respond through singing, chanting and actions (speaking) • Guessing games • Make an A4 poster on "My town" (Kotaku) and present to the class (reading, writing and speaking)	

MATHEMATICS (ACARA – C2C v5)

Unit	Term	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Risk Assessment &/or Excursion
1.	1 Wk 1 - 5	**Students** develop understandings of: • Using units of measurement — order days of the week and months of the year, use calendars to record & plan significant events, connect seasons to the months of the year, compare lengths using direct comparison, compare lengths using indirect comparison, measure & compare lengths using non-standard units • Number and place value — count collections in groups of ten, represent two-digit numbers, connect two-digit number representations, partition two-digit numbers, use the twos, fives & tens counting sequence, investigate twos, fives & tens number sequences, representing addition & subtraction, use part-part-whole relationships to solve problems, connect part-part-whole understanding to number facts, recall addition number facts.		**Counting Capers (Monitoring)** Students count forwards and backwards from various starting points between 1 and 100, count a collection and recall and count using the twos, fives and 10s counting sequence. **Adding and Subtracting Numbers** Students will count forwards and backwards between 1 and 100 and recall the 2s, 5s and 10s counting sequence.	**Literal Level (Right There)** Activating Prior Knowledge	
2.	1 Wk 6 - 10	Students develop understandings of: • Number and place value — represent 2-digit numbers, partition 2-digit numbers, round numbers to the nearest ten, add strings of single-digit numbers, add 2-digit numbers, solve simple addition and subtraction problems, represent multiplication and division, solve simple multiplication and division problems • Data representation and interpretation — collect simple data, record data in lists and tables, display data in a picture graph, describe outcomes of data investigations • Chance — identify every day events that involve chance, describe chance outcomes, describe events as likely, unlikely, certain, impossible.	**<u>ADDITIVE CONCEPTS</u>** **Learning Intention:** **We are learning to** represent additive concepts **Success Criteria:** **I can:** ○ Represent a mathematical scenario by: ○ Drawing a picture ○ Model with materials ○ Writing a number sentence ○ Part-part-whole model ○ Partition numbers to 20 into 2 groups to create a number sentence. ○ Partition numbers to 20 into 3 groups to create a number sentence. ○ Complete a magic square to 15 ○ Justify my reasoning with a number sentence **<u>IN THE TOY SHOP WINDOW</u>** **Learning Intention:** **We are learning to** collect data through a survey and represent this as a picture graph. **Success Criteria:** **I can:** ○ Write and ask questions ○ Record data in a list ○ Create a picture graph ○ Apply graphing conventions meaningfully ○ Compare the results for each toy ○ Interpret the graph and share my understanding	**Describing, Representing and Using Additive Concepts – Short Answer Questions** Students describe, represent and use additive concepts in different situations. **In the Toy Shop Window – Short Answer Questions** Students will collect, represent and describe simple, single-variant data. **Chance and Location Mathematical Guided Inquiries – Written** Students will use simple strategies to reason and solve chance and location inquiry questions.	**Literal (Right There) Level** Activating Prior Knowledge **Literal (Right There) Level** Summarising **Literal (Right There) Level** Predicting	

Unit	Term	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Risk Assessment &/or Excursion
3.	2 Wk 1 - 5	Students develop understandings of: • Shape — recognise & name familiar 2D shapes, describe the features of 2D shapes, draw 2D shapes & describe the features of familiar 3D objects. • Number and place value — represent two-digit numbers, partition two-digit numbers into place value parts, represent addition situations • Patterns and algebra — identify the 3s counting sequence, describe number patterns, identify missing elements in counting patterns, & solve simple number pattern problems • Fractions and decimals — represent halves & quarters of shapes, represent halves & quarters of collections, represent eighths of shapes & collections, describe the connection between halves, quarters & eighths, & solve simple number problems involving halves, quarters & eighths • Using units of measurement — use a calendar, identify the number of days in each month, relate months to seasons, tell time to the quarter hour.	**<u>IDENTIFYING AND CONTINUING ADDITIVE NUMBER PATTERNS</u>** **Learning Intention:** **We are learning to** **<u>TIME</u>** **Learning Intention:** **We are learning to** tell the time to the half and the quarter hour. **Success Criteria:** **I can:** ○ Identify the hour hand and the minute hand ○ Tell the time to ○ O'clock ○ Half past ○ Quarter past ○ Quarter to ○ Write the time in numbers and words ○ Explain the relationship between the hour and minute hands ○ Identify the correct hour when the time is not o'clock	**Identifying and Continuing Additive Number Patterns – Short Answer Questions** Students will recognise, continue and describe additive number patterns. **Time – Short Answer Questions** Students will tell time to the quarter hour.	**Literal (Right There) Level** Activating Prior Knowledge **Literal (Right There) Level** Activating Prior Knowledge, Skimming and Scanning	
4.	2 Wk 6 - 10	Students develop understandings of: • Number and place value — recall addition & subtraction number facts, describe part-part-whole relationships, add & subtract single and two-digit numbers, solve addition & subtraction problems, represent multiplication, represent division, solve simple grouping & sharing problems • Location and transformation — interpret simple maps of familiar locations, describe 'bird's-eye view', use appropriate language to describe locations, use simple maps to identify locations of interest • Money and financial mathematics — describe the features of Australian coins, count coin collections, identify equivalent combinations, identify $5 & $10 notes, count small collections of coins & notes • Using units of measurement — compare and order area of shapes & surfaces, cover surfaces to represent area, measure area with informal units.	**Learning Intention:** **We are learning to:** • Count and match a collection of Australian coins and notes with their total value. • Use a range of strategies to solve addition and subtraction problems. **Success Criteria:** **I can:** ○ Count collections of Australian coins and notes ○ Match a collection of coins and notes with their total value ○ Identify the most/least expensive item. ○ Represent an amount using the least number of coins/notes ○ Read and write monetary values ○ Use a range of strategies to solve addition and subtraction problems ○ Count on ○ Count back ○ Near doubles ○ Rainbow facts ○ Partition numbers ○ Use pictures/modelling/ part-part-whole model to help solve a problem	**Money and Additive Concepts – Short Answer Questions** Students will associate collections of Australian notes and coins with their values. They will solve simple addition and subtraction problems using a range of strategies.	**Literal (Right There) Level** Activating Prior Knowledge	

Unit	Term	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Risk Assessment &/or Excursion
5.	3 Wk 1 - 5	Students develop understandings of: • Number and place value — Investigating numbers beyond 100, represent three-digit numbers, compare and order three-digit numbers, partition three-digit numbers, read and write three-digit numbers, recall addition number facts, identify related addition and subtraction facts, add and subtract with two-digit numbers • Fractions and decimals — divide shapes and collections into halves, quarters and eighths, solve simple fraction problems • Using units of measurement — compare and order objects, and measure length, area and capacity using informal units • Location and transformation — describe the effect of single-step transformations including turns, flips and slides, and identify turns, flips and slides in real world situations.	**<u>DIVIDING INTO EQUAL GROUPS</u>** **Learning Intention:** **We are learning to** divide collections and shapes into equal groups or halves, quarters and eighths. **Success Criteria:** **I can:** ○ Explain what a fraction is ○ Describe what equal means or looks like ○ Divide collections and shapes into equal groups ○ Halves ○ Quarters ○ Eighths ○ Match fraction names and diagrams and justify ○ Identify when fraction names and diagrams do not match and justify **<u>COMPARE THEM! ORDER THEM!</u>** **Learning Intention:** **We are learning to** measure, compare and order objects using formal and informal units **Success Criteria:** **I can:** ○ Explain ○ Length ○ Area ○ Capacity ○ Select appropriate informal units (same) ○ Measure ○ Length ○ Area ○ Capacity ○ Compare objects ○ Order objects ○ Explain my choice of unit ○ Justify the order of objects	**Dividing into Equal Groups – Short Answer Questions** Students will divide collections and shapes into halves, quarters and eighths and divide a collection into equal-sized groups to solve simple problems. **Compare them! Order them! – Short Answer Questions** Students will measure, compare and order several shapes and objects using uniform informal units.	**Literal (Right There) Level** Activating Prior Knowledge, Evaluating **Applied (Think & Search) Level** Evaluating	

Unit	Term	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Risk Assessment &/or Excursion
6.	3 Wk 6 - 10	Students develop understandings of: • Number and place value — count to & from 1000, represent 3-digit numbers, compare & order 3-digit numbers, partition 3-digit numbers, read & write 3-digit numbers, represent multiplication and division, use multiplication to solve problems, count large collections, recall addition number facts, identify related addition & subtraction number facts, add & subtract with 2-digit numbers • Money and financial mathematics — count collections of coins & notes, make money amounts, read & write money amounts, compare money amounts • Using units of measurement — identify purposes for calendars, explore seasons & calendars	**<u>SEASONS AND CALENDARS</u>** **Learning Intention:** **We are learning to** use a calendar to identify dates and months and the months included in seasons **Success Criteria:** **I can:** ○ Name seasons, months, days of the week ○ Match months to their season ○ Write the months of the year in order ○ Order the seasons ○ Explain the cyclical nature of seasons **<u>COUNTING AND MULTIPLICATION</u>** **Learning Intention:** **We are learning to** ○ Count to and from 1000 ○ Represent multiplication by grouping into sets **Success Criteria:** **I can:** ○ Write a number clue to match a three-digit number ○ Understand that three-digit numbers can be represented in a variety of ways ○ Represents multiplication by grouping into sets and arrays ○ Place a three-digit number on an unmarked number line	**Counting and Multiplication – Short Answer Questions** Students will count to and from 1000 and represent multiplication by grouping into sets. **Seasons and Calendars – Short Answer Questions** Students will use a calendar to identify dates and the months included in seasons.	**Literal (Right There) Level** Activating Prior Knowledge **Literal (Right There) Level** Skimming and Scanning **Literal (Right There) Level** Activating Prior Knowledge, Connecting	
7.	4 Wk 1 - 5	Students develop understandings of: • Data representation and interpretation - identify questions of interest based on one categorical variable, gather data relevant to a question, organise and represent data, interpret data displays • Chance - explore the language of chance, make predictions based on data displays • Number and place value - recall addition number facts, identify related addition and subtraction facts, add and subtract with 2-digit and 3-digit numbers, use place value to solve addition and subtraction problems, represent multiplication and division, connect multiplication and division • Using units of measurement - directly compare mass of objects, use informal units to measure mass, length, area and capacity of objects and shapes, compare and order objects and shapes based on a single attribute. • Shape — identify & describe polygons, identify & describe 2D shapes with curved sides, draw 2D shapes, describe the features of 3-dimensional objects, identify 3-dimensional objects in the environment draw two-dimensional shapes, describe three-dimensional objects	**<u>2D shapes and 3D objects:</u>** **Learning Intention:** **We are learning to** describe and draw 2D shapes and 3D objects **Success Criteria:** **I can:** • Draw 2D shapes and match their names • Describe the features of 3D objects ○ Edges ○ Corners ○ Faces • Play the '*What am I?*' game for shapes **<u>Representing Data and Chance</u>** **Learning Intention:** **We are learning to** • Create displays of data using pictures graphs and interpret them • Use the language of chance **Success Criteria:** **I can:** • Read a picture graph • Collect and record data using tally marks • Create a picture graph from collected data • Follow directions to create a spinner • Use the language of chance to explain the likelihood of an event ○ Likely / Unlikely ○ Certain / Impossible	**Representing data and chance – Short Answer Questions** Students will describe outcomes for everyday events, collect, organise represent and make sense of collected data and make simple inferences. **2D shapes and 3D objects – Short Answer Questions** Students will draw two-dimensional shapes and recognise the features of three-dimensional objects.	**Literal (Right There) and Applied (Think & Search) Levels** Activating Prior Knowledge, Connecting, Scanning **Inferential (Author & Me) Level** Synthesising, Connecting	

Unit	Term	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Risk Assessment &/or Excursion

8.	4
	Wk 6 - 10
		Students develop understandings of:
		• Location and transformation — identify half and quarter turns, represent flips and slides, interpret simple maps
		• Using units of measurement — tell time to the quarter hour, directly compare mass of objects, use informal units to measure mass, length, area and capacity of objects and shapes, compare and order objects and shapes based on a single attribute
		• Fractions and decimals — identify halves, quarter and eights of shapes and collections
		• Number and place value — recall addition number facts, identify related addition and subtraction facts, add and subtract with 2-digit and 3-digit numbers, use place value to solve addition and subtraction problems, represent multiplication and division, connect multiplication and division.
		• Patterns and algebra - describe number patterns, identify missing elements in number patterns identify and describe patterns created by skip counting, investigate features of number patterns resulting from adding twos, fives and 10s, solve problems using number sentences for addition and subtraction
			Learning Intention:
			We are learning to explain the effects of one-step transformations.
			
			Success Criteria:
			I can:
			• Represent a slide and flip
			• Maintain a shape's size and features after flipping and sliding
			• Describe a flipped triangle using four criteria
			  ○ Change in position
			  ○ Change in orientation
			  ○ No change in size
			  ○ No change in shape
			• Match one-step transformations to their original shapes
			• Follow a series of transformation instructions to accurately relocate a shape
				Flip, Slide, Turn – Short Answer Questions
				Students will explain the effects of one-step transformations.
					Applied (Think & Search) Level
					Visualising	

UNIT	ASS ITEM	MODE	Aspects of the Achievement Standard – MATHS															
			Recognise increasing and decreasing number sequences involving 2s, 3s and 5s.	Represent multiplication and division by grouping into sets.	Associate collections of Australian coins with their value.	Identify the missing element in a number sequence.	Recognise the features of three-dimensional objects.	Interpret simple maps of familiar locations.	Explain the effects of one-step transformations.	Make sense of collected information.	Count to and from 1000.	Perform simple addition and subtraction calculations using a range of strategies.	Divide collections and shapes into halves, quarters and eighths.	Order shapes and objects using informal units.	Tell time to the quarter-hour and use a calendar to identify the date and months included in seasons.	Draw two-dimensional shapes.	Describe outcomes for everyday events.	Collect, organise and represent data to make simple inferences.
1.	Counting Capers (monitoring)		■			■					■							
	Adding and subtracting numbers											■						
2.	Describing, representing and using additive concepts	***Short answer questions***										■						
	In the toy shop window	***Short answer questions***																■
3.	Identifying and continuing additive number patterns	***Short answer questions***	■															
	Time	***Short answer questions***													■			
4.	Money and additive concepts	***Short answer questions***			■							■						
5.	Dividing into equal groups	***Short answer questions***		■									■					
	Compare them! Order them!	***Short answer questions***												■				
6.	Counting and multiplication	***Short answer questions***		■							■							
	Seasons and calendars	***Short answer questions***													■			
7.	Representing data and chance	***Short answer questions***								■							■	■
	2D shapes and 3D objects	***Short answer questions***					■									■		
8.	Flip, slide, turn	***Short answer questions***							■									

SCIENCE (ACARA – C2C v5)

Unit	Term	Outline	Assessment	Comprehension Demands	Risk Assessment &/or Excursion
1. Mix, Make and Use (U1)	1	Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students understand that science involves asking questions about, and describing changes to, familiar objects and materials. They describe changes made to materials when combining them to make an object that has a purpose in everyday life. Students pose questions, make predictions and follow instructions to record observations in a guided investigation. They represent and communicate their observations using scientific language.	**Combining Materials for a Purpose – Experimental Investigation** Students will investigate the combination of materials used to make an object for a particular purpose.	**Evaluative Level (Author & Me)** Predicting, Questioning, Connecting	
2. Toy Factory (U2)	2	Students understand how a push or pull affects how an object moves or changes shape. They understand that science involves asking questions about and describing changes in the way an object moves or can be moved and how this knowledge is used in their daily lives. They pose questions and make predictions about changes that can affect how an object moves, and investigate and explain how pushes and pulls cause movement in objects, comparing their observations with predictions. They use informal measurements to make and compare observations about movement and sort information about the way toys move. They then apply this science knowledge in explaining how pushes and pulls can be used to change the movement of a toy or object they create.	**Toy Design – Assignment/Project** Students will identify how a push or pull affects the way an object moves and describe changes that could affect an object's movement. They will pose questions and make predictions about an object's movement. They will then represent and communicate observations and ideas.	**Applied Level (Think & Search)** Predicting, Questioning, Evaluating	
3. Good to Grow (U3)	3	Students examine how living things, including plants and animals, change as they grow. They ask questions about, investigate and compare the changes that occur to different living things during their life stages. Students consider how Aboriginal peoples and Torres Strait Islander peoples living a traditional lifestyle use the knowledge of life stages of animals and plants in their everyday lives. They conduct investigations including exploring the growth and life stages of a class animal and plant. Students respond to questions, make predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas.	**How Does it Grow? – Assignment/Project** Students will describe, represent, compare and communicate changes to a living thing as it grows.	**Evaluative (Author & Me) Level** Synthesising, Connecting, Inferring	
4. Save Planet Earth (U4)	4	Students investigate Earth's resources. They describe how Earth's resources are used and the importance of conserving resources for the future of all living things. Students use their science knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources, and decisions they can make in their everyday lives. Students share their ideas about conservation of Earth's resources in a presentation. Students learn how Aboriginal and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.	**Earth's resources – Report** Students will identify the different uses of one of Earth's resources and describe ways to conserve it. They will use measurements to make observations.	**Literal (Right There) Level** Activating Prior Knowledge, Connecting, Inferring	

UNIT	ASS ITEM	MODE	Aspects of the Achievement Standard - SCIENCE				
			Describe changes to objects, materials and living things.	Identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives.	Pose and respond to questions about their experiences and predict outcomes of investigations.	Use informal measurements to make and compare observations.	Record and represent observations and communicate ideas in a variety of ways.
1	Combining materials for a purpose	***Experimental investigation***					
2	Designing a toy	***Experimental investigation***					
3	Exploring growth	***Supervised assessment***					
4	Using Earth's resources	***Report***					

TECHNOLOGY - DESIGN (ACARA – C2C v8)

Unit	Semester	Outline	Assessment	Risk Assessment &/or Excursion
1. Spin It (U1)	1	**Engineering principles and systems** In this unit, students will explore how technologies use forces to create movement in products. They will design and make a spinning toy for a small child that is fun and easy to use. Suggestions for alternate projects are also described. Students will apply processes and production skills, in: • investigating spinning toys from around the world, and analysing how they are made and how they work • generating and developing design ideas, and communicating these using simple drawings • producing a functional product that appeals to the client • evaluating their design and production processes • collaborating and managing by working with others and by sequencing the steps for the project.	***Portfolio*** Students design and make a spinning toy for a small child. Assessment will gather evidence of the student's ability to: • describe the purpose of spinning toys and how they meet the needs of users • identify the application of forces to create movement • describe opportunities for designing a spinning toy • communicates design ideas for a spinning toy using simple drawings • follow sequenced steps to make a toy • demonstrate safe use of tools and equipment when making a spinning toy • evaluate ideas and designed solution based on personal preferences.	

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.	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	Spin It	***Portfolio***							

TECHNOLOGY – DIGITAL (ACARA – C2C v8)

Unit	Semester	Outline	Assessment	Risk Assessment &/or Excursion
1. Computers – Handy Helpers (Part C)	1	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: • describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts • 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 • work independently and with others to create and organise ideas and information, and share these with	**Collection of work** Assessment of student learning will be gathered in an online sharing space from three tasks. Students will: • design solutions to simple problems using a sequence of steps and decisions • create and organise ideas and information using information systems and share information in a safe online environment.	
2.		To be determined		

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.	Create and organise ideas and information using information systems, and share information in safe online environments.
1	Handy Helpers	***Short response answers***					

THE ARTS – MUSIC (DHSS & C2C V8)

Topic & Outline		Terms	Assessment	Risk Assessment &/or Excursion
Rhythm and Metre • Beat • Rhythm • Ta, Ti Ti, Za, Tika Tika • 2m	**Partwork** • Beat and Rhythm • 4B Ostinato • Rhythmic Ostinato • Rhythmic and Melodic Canons (2 parts)	1 - 4	Monitoring of the individual progress of students using checklists.	
Pitch and Melody • Singing Vs Speaking • Staff – steps and skips • *S m l*	**Form** • Phrase • Question and Answer • Same and Different • Canon			
Instruments • Untuned Percussion				

THE ARTS (ACARA – C2C v8)

Unit	Semester	Outline	Assessment	Risk Assessment &/or Excursion
1. Drama – Poetry Alive (U2)	1	In this unit, students make and respond to drama by exploring the school/local community/ imagined places as stimulus for process drama and dramatic play. Students will: • explore role and dramatic action in process drama and dramatic play about place/space identifying visual features of the place/space including special words such as those used by Aboriginal Peoples and Torres Strait Islander Peoples • use voice, facial expression, movement and space to imagine and establish role and situation • present drama that communicates ideas about place/space 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.	**Collection of Work** Students will device, perform and respond to drama focussing on situations and ideas expressed in a poem.	
2. Media Arts – Family Stories (U1)	2	In this unit, students will explore characters and settings in media artworks inspired by a family story.	**Collection of Work** Students will explore characters and settings in media artworks inspired by a family story.	

UNIT	ASS ITEM	MODE	Aspect of Achievement Standard – THE ARTS						
			DRAMA	Describe what happens in drama they make, perform and view.	Identify some elements in drama and describe where and why there is drama.	Make and present drama using the elements of role, situation, and focus in dramatic play and improvisation.	**MEDIA ART**	Communicate about media artworks they make and view, and where and why media artworks are made.	Make and share media artworks using story principles, composition, sound and technologies
1	Poetry Alive	***Collection of work***							
2	Family Stories	***Collection of work***							