ENGLISH (ACARA – C2C v5)
YEAR A (EVEN YEARS) - (YEAR 5 UNITS WITH ADAPTED GTMJ FOR YEAR 6 STUDENTS)

Unit	Term	Outline	Learning Intention and Success Criteria	Assessment	Comprehension Demands	Risk Assessment &/or Excursion
1. Examining Literary Texts – Fantasy Novel (U1)	1	Students listen to, read and interpret a novel from the fantasy genre showing understanding of character development in relation to plot and setting. They demonstrate the ability to analyse the development of a main character through a written response.		**Character Analysis (Monitoring)** Students will analyse how a character is represented by the author in a fantasy novel.	**Evaluative Level (Author & Me)** Connecting, Inferring	
2. Creating Fantasy Characters (U2)	1	In this unit, students continue to read and interpret a novel from the fantasy genre showing understanding of character development. They create the first chapter of a fantasy novel, depicting contrasting fantasy characters in relation to setting and plot.	**We are learning to** • Learning to write a narrative in the fantasy genre • Create a good and an evil character • develop a setting **Success Criteria:** **I can:** • Create characters, settings and events • Write a fantasy narrative • I can use language features to extend and emphasise my ideas (noun groups, verb groups, adverbs, prepositional phrases figurative language) • Use fantasy-specific vocabulary • Use a range of sentence types • Sequence my ideas to engage my reader • Edit and improve my grammar, spelling, punctuation and story using an agreed process • Use cohesive devices	**Imaginative Response – Imaginative Response, Written** Students will write the first chapter of a fantasy novel, creating a 'good' and 'evil' character, and establish setting.	**Literal (Right There) and Inferential (Author & Me) Levels** Visualising Summarising – sequence Questioning	
3. Examining Media Texts & Developing a Multimodal Feature Article (U3 & 4)	2	In this unit, students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts. Students apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts. They create a digital multimodal feature article, including written and visual elements, from a particular viewpoint.	**COMPREHENDING A FEATURE ARTICLE:** **Learning Intention:** **We are learning to** interpret and analyse information from a feature article **Success Criteria:** **I can:** • Engaging in close reading • Examining text structures • Creating a point of view • Review, reinforce and extend learning • Comprehending a feature article **MULTIMODAL FEATURE ARTICLE:** **Learning Intention:** **We are learning to** Select information and create a multimodal feature article to present a point of view about an issue. **Success Criteria:** **I can:** • Consider a point of view • Classify information • Plan a multimodal feature article	**Comprehend a Feature Article – Exam/Test** Students will interpret and analyse information from a feature article. **Multimodal Feature Article – Poster/Multimodal** Students will select information and create a multimodal feature article that presents a particular point of view about an issue.	**Literal (Right There) and Inferential (Author & Me) Levels** Skimming, Scanning, Inferring **Applied (Think & Search) Level** Synthesising, Inferring	

			• Draft a feature article • Edit a feature article • Publish a feature article			
Unit		**Outline**	**Learning Intention and Success Criteria**	**Assessment**	**Comprehension Demands**	**Risk Assessment &/or Excursion**
4. Appreciating Poetry (U5)	3	Students listen to, read and view a range of poetry, including anthems, odes and other lyric poems from different contexts. They will interpret and evaluate poems, analysing how text structures and language features have been constructed by the poet, for specific purposes and effects.		Monitoring student progress through the teaching sequence in preparation for summative assessment in unit 5.		
5. Responding to Poetry (U6)	3	Students listen to, read and view a range of poetry, including narrative poems, to create a transformation of a narrative poem to a digital multimodal narrative.	**Learning Intention:** **We are learning to** transform a narrative poem into a multi modal narrative. **Success Criteria:** **I can:** • Identify how language features and vocabulary influence interpretations of characters, settings and events. • Identify the narrative structure in a poem • Transform the poem into a story using the narrative structure. • Use language features to extend my ideas. • Use expanded noun groups phrases, verbs and verb groups	**Digital Multimodal Narrative – Poster/Multimodal Presentation** Students will create a digital multimodal transformation of a narrative poem.	**Applied (Think & Search) Evaluative (Author & Me) and Appreciative (On My Own) Levels** Connecting, Visualising, Questioning, Evaluating	
6. Exploring Narrative through Novels and Film (U7)	4	Students listen to, read and view films and novels with a range of characters involving flashbacks or shifts in time. They demonstrate understanding of positioning of characters in a chosen film through a viewing comprehension. They create a written comparison of a novel and the film version of the novel.	**Learning Intention:** **We are learning to** write a comparison of a novel and film adaptation **Success Criteria:** **I can:** • Analyse and explain literal and implied information from the novel and the film. • Explain my own responses to the novel and film • Explain my point of view about a text, and use evidence from the text to justify my response. • Write an essay comparing a novel and a film. • Use apostrophes to show ownership	**Written Comparison of a Novel and Film – Written** Students will write a comparison of a novel and its film adaptation.	**Appreciative (On My Own) Level** Evaluative, Connecting, Questioning	

CARF – YEARS 5 & 6

UNIT	MODE	Aspects of the Achievement Standard – ENGLISH (YR 5)													
		Receptive						Productive							
		Explain how text structures assist in understanding the text.	Understand how language features, images and vocabulary influence interpretations of characters, settings and events.	When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge.	Analyse and explain literal and implied information from a variety of texts.	Describe how events, characters and settings in texts are depicted and explain their own responses to them.	Listen and ask questions to clarify content.	Use language features to show how ideas can be extended.	Develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.	Create imaginative, informative and persuasive texts for different purposes and audiences.	Make presentations which include multimodal elements for defined purposes.	Contribute actively to class and group discussions \, taking into account other perspectives.	When writing, demonstrate understanding of grammar using a variety of sentence types.	Select specific vocabulary and use accurate spelling and punctuation.	Edit their work for cohesive structure and meaning.
1. Examining literary texts – fantasy novel	***Imaginative response – written (monitoring)***														
2. Creating fantasy characters	***Imaginative response - written***														
3. Examining media texts & Developing a Multimodal Feature Article	***Exam/Test***														
	Poster/Multimodal														
4. Appreciating poetry	***Imaginative analysis – written (monitoring)***	Monitoring student progress through the teaching sequence in preparation for summative assessment in unit 5.													
5. Responding to poetry	***Poster/Multimodal presentation***														
6. Exploring narrative through novels and film	***Written comparison - written***														

ENGLISH (ACARA – C2C v5)
YEAR B (ODD YEARS) - (YEAR 6 UNITS WITH ADAPTED GTMJ FOR YEAR 5 STUDENTS)

Unit	Term	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Risk Assessment &/or Excursion
1. Short Stories (U1)	1	Students listen to and read a range of short stories by different authors. They investigate and compare similarities and differences in the ways authors use text structure, language features and strategies to create humorous effects. Students complete a comprehension task about a particular short story and other short stories they have read.		**Reading Comprehension: Short Stories (Monitoring)** Students will analyse and compare text structures and language features authors use to influence readers.	**Evaluative Level (Author & Me)** Evaluating, Skimming, Scanning	
2. Writing a Short Story (U2)	1	In this unit students read and view short stories and write a short story about a character that faces a conflict. Students will also reflect on the writing process when making and explaining editing choices.	**Learning Intention:** **We are learning to** write a short story to entertain an audience using narrative text structure and language features. **Success Criteria:** **I can:** • Plan draft and edit an entertaining short story about a character who faces a conflict. • Explain my editorial choices. • Use evaluative and figurative language, metaphors, verb and adverb groups • Write using complex sentences in a variety of ways	**Short Story – Written** Students will write an imaginative and entertaining short story about a character who faces a conflict and explain editorial choices.	**Appreciative Level (On My Own)** Visualising, Connecting	

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

3. Examining Advertising in the Media (U3)	2	In this unit students read, view and listen to advertisements in print and digital media. They understand how text features and language combine to persuasive effect. They demonstrate their understanding of advertising texts' persuasive features through written responses to comprehension questions, the creation of their own digital multimodal advertisement and an explanation of creative choices.	**<u>READING COMPREHENSION</u>**
			Learning Intention:
			We are learning to analyse and evaluate persuasive texts.
			
			Success Criteria:
			I can:
			○ Justify my answers by using evidence from the text
			○ Identify structural features of an advertisement
			○ Identify the language features of an advertisement, including:
			  ○ High modality language
			  ○ Noun groups
			  ○ Repetition
			  ○ Figurative language (personification, alliteration, metaphor, simile)
			  ○ Rhetorical Qs
			○ Explain literal and implied meaning
			○ Identify purpose and audience of an advertisement
			○ Narrative point of view
			
			<u>CREATING AN ADVERTISEMENT</u>
			Learning Intention:
			We are learning to create and publish a multimodal advertisement to persuade an audience.
			
			Success Criteria:
			I can:
			○ Use cohesive devices
			  ○ Omission of words
			  ○ Replacement of words
			  ○ Pronoun referencing
			  ○ Sequencing
			  ○ Text connectives
			  ○ Starting point of sentence
			  ○ Time words
			○ Use Noun groups and verb groups and adverbs to enhance meaning
			○ Determine a target audience
			○ Incorporate or write using language features and structure of a persuasive text
			○ Choose a narrative point of view to persuade the audience
			○ Select appropriate images for the advertisement
			○ Use evaluative language to evoke emotion (feeling, meaning, opinion)
			○ Make appropriate text and image size choices to emphasise my point of view
			○ Explain my editing choices
				Reading Comprehension – Exam/Test
				Students analyse and evaluate persuasive texts.
				
				Create a Multimodal Advertisement – Poster/Multimodal Presentation
				Students will create a multimodal advertisement and explain how it persuades the viewer.
					Inferential (Author & Me) and Evaluative (Author & Me) Levels
					Summarising, Evaluating
					
					Applied (Think & Search) and Appreciative (On My Own) Levels
					Inferential, Evaluative, Synthesising	

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

4. Interpreting Literary Texts (U5)	3	Students listen to, read and view extracts from literary texts set in earlier times. They demonstrate their understanding of how the events and characters are created within historical contexts. They create a literary text that establishes time and place for the reader and explores personal experience.	**Reading Comprehension**
			Learning Intention:
			We are learning to read and comprehend a text to analyse and explain language features.
			
			Success Criteria:
			I can:
			○ Identify the text form
			○ Identify the:
			  ○ Ideas
			  ○ Characters
			  ○ Events
			○ Identify the relevant language features
			  ○ Modality for emphasis
			  ○ Adverbs
			  ○ Adjectives
			  ○ Verbs and
			  ○ Tenses
			○ Identify text structure
			  ○ Listing
			  ○ Chronological order
			  ○ Collection of details
			○ Literal and Inferred Meaning
			○ Provide evidence to support my analysis and evaluation.
				Letter to the Future – Written
				Students will write a letter to a student in the future to evoke a sense of place and time.
				
				Reading Comprehension
				Students will read and comprehend a letter from a different historical context and analyse and explain language features.
					Literal (Right There) Level
					Connecting, Evaluating
					
					Literal (Right There), Inferential (Author & Me) and Evaluative (Author & Me) Levels
					Connecting, Questioning, Evaluating	

5. Exploring Literary Texts by the Same Author (U6)	3	Students listen to and read novels by the same author to identify language choices and author strategies used to influence the reader. They compare two novels by the same author to identify aspects of author style. Students prepare a response analysing author style in the novel, and participate in a panel discussion.	**Learning Intention:**
			We are learning to
			• Analyse and evaluate the style of an author
			• Make a presentation
			• Participate in group discussion to challenge and/or further clarify
			
			Success Criteria:
			I can:
			○ Analyse:
			  ○ Text structures
			  ○ Language features
			  ○ Language patterns
			  ○ Images
			  ○ Vocabulary
			○ Evaluate the effectiveness of the author's use of:
			  ○ Text structures
			  ○ Language features
			  ○ Language patterns
			  ○ Images
			  ○ Vocabulary
			○ Make an opinion based on evidence from the text.
			○ Identify the tone of the text.
			○ Write questions to clarify and/or challenge an opinion/information presented by my peers.
				Oral Presentation
				Students will participate in a panel discussion to analyse and evaluate the style of an individual author.
					Evaluative (Author & Me) Level
					Connecting, Evaluating	

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

6. Comparing Texts (U7)	4	Students listen to, read, view and analyse literary and informative texts on the same topic. Students explore and evaluate how topics and messages are conveyed through both literary (imaginative) and informative texts, including digital texts. Students identify the author's purpose and analyse similarities and differences in texts. They compare and analyse the effectiveness of each text in its ability to deliver a message. They write arguments persuading others to a particular point of view using specific structural and language features studied during the unit.	**Learning Intention:**
			We are learning to identify text structures and language features to compare texts and argue my point of view
			
			Success Criteria:
			I can:
			• Identify the text structures of:
			• Illustrated Narrative
			• Informative Brochure
			• Identify the following language features:
			  ○ Evaluative language
			  ○ Noun groups
			  ○ Verb groups
			  ○ Modality
			  ○ Figurative language
			• Explain the use of images to represent an idea
			• Analyse and compare information in different texts
			• Argue my point of view
			• Use TEEL paragraphs to support my argument
			• Write complex sentences
			• Use topic specific language and metalanguage
				Argue a Point of View – Written
				Students will argue a point of view about the effectiveness of literary and informative texts in conveying their message.
					Appreciative (On My Own) Level
					Questioning, Synthesising	

7. Transforming a Text (U8)	4	Students read and compare literary and informative texts, such as websites and information texts, which deal with a sustainability issue. Students transform an informative text into a literary text for younger audiences.		**Transforming a Text (Monitoring)** Students will combine text and images to transform an informative text into a narrative text on an issue of sustainability for a younger audience.	**Inferential (Author & Me) and Appreciative (On My Own) Levels** Questioning, Synthesising, Visualising	

UNIT	MODE	Aspects of the Achievement Standard – ENGLISH (YR 6)											
		Receptive					Productive						
		Understand how the use of text structures can achieve particular effects.	Analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.	Compare and analyse information in different and complex texts, explaining literal and implied meaning.	Select and use evidence from a text to explain their response to it.	Listen to discussions, clarifying content and challenging others' ideas.	Understand how language features and language patterns can be used for emphasis.	Show how specific details can be used to support a point of view.	Explain how their choices of language features and images are used.	Create detailed texts elaborating on key ideas for a range of purposes and audiences.	Make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.	Demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing.	Use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria.
1. Short stories	***Reading comprehension – short answers (monitoring)***												
2. Writing a short story	***Short story - written***												
3. Examining advertising in the media	***Reading comprehension – Exam/Test***												
	Poster/Multimodal presentation												
4. Interpreting literary texts	***Written***												
	Reading comprehension – Exam/Test												
5. Exploring literary texts by the same author	***Oral***												
6. Comparing texts	***Written***												
7. Transforming a text	***Imaginative response - written***												

HUMANITIES AND SOCIAL SCIENCES – HASS (ACARA – C2C v8)
YEAR A (EVEN YEARS) (Year 5 units with adapted GTMJ for year 6s)

Unit	Semester	Outline	Assessment	Risk Assessment &/or Excursion
1. People and the Environment (U1)	1	In this unit, students will explore the following inquiry question: • *How do people and environments influence one another?* Learning opportunities support students to: • examine the characteristics of places in Europe and North America and the location of their major countries in relation to Australia • describe the relative location of places at a national scale • identify and describe the human and environmental factors that influence the characteristics of places • examine the interconnections between people and environments • investigate the impact of human actions on the environmental characteristics of places in Europe and North America • organise data in a range of formats using appropriate conventions • interpret data to identify simple patterns, trends, spatial distributions and infer relationships • evaluate evidence about the characteristics of places to draw conclusions about preferred places to live • present findings and conclusions using discipline-specific terms.	**Research** Students will investigate the characteristics of places and use evidence to draw conclusions about a preferred place to live.	
2. Communities in Colonial Australia (1800s) (U3)		In this unit, students: • examine key events related to the development of British colonies in Australia after 1800 • identify the economic, political and social reasons for colonial developments in Australia after 1800 • investigate the effects that colonisation had on the lives of Aboriginal peoples and on the environment • locate information from sources about aspects of daily life for different groups of people during the colonial period in Australia • present ideas in narrative form to describe how and why life changed and stayed the same in a colonial community • identify different viewpoints about the significance of individuals and groups in shaping the colonies • sequence significant events and developments that occurred during the development of colonial Australia using timelines.	**Assignment/Project** Students will conduct an inquiry to answer the inquiry question, How and why did the lives of the people in the Australian colonies change or stay the same because of the gold rush?	
3. Managing Australian Communities (U2)	2	In this unit, students: • examine how Australian communities are affected by the interconnection between people, places and environments • investigate the importance of laws and regulations in managing people and environments in Australian communities • explore the influence of people on the human characteristics of places, including the organisation of space through zoning • recognise the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management • investigate environmental challenges such as natural hazards and their effect on Australian communities • explore the principles involved in minimising the harmful effects of natural hazards • interpret data to evaluate the ways citizens responded to an Australian natural hazard • propose ways in which citizens can respond to natural hazards and describe the possible effects of actions.	**Supervised Assessment** Students will identify how legal and environmental issues in Australian communities can be managed.	
4. Participating in Australian Communities (U4)		In this unit, students will explore the following key inquiry question: • *How have people enacted their values and perceptions about their community, other people and places, past and present?* Learning opportunities support students to: • investigate the key values of Australia's liberal democratic system of government, particularly the values of freedom, equality, fairness and justice • identify significant past developments, events, individuals and groups that impacted on the development of law and democracy in Australia, particularly the Eureka Stockade and Peter Lalor • explore representative democracy and voting processes in Australia • investigate how students enact democratic values and processes through participating in school elections • generate alternative responses to a democratic issue and propose action by describing the positive and negative effects • present ideas about proposed actions in response to a democratic issue	**Collection of work** Students will investigate democratic values and processes in the school community.	**SCHOOL CAMP** **Variation to school routine** **Risk assessments** **Non-Camp students participate in AMAZING RACE** **Variation to school routine** **Risk assessment**

Unit	Aspects of the Achievement Standard – HUMANITITIES AND SOCIAL SCIENCES																	
	Describe the significance of people and events/developments in bringing about change	Identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same	Describe the experiences of different people in the past	Explain the characteristics of places in different locations at local to national scales	Identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments	Identify the effects of these interconnections on the characteristics of places and environments	Identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system	Recognise that choices need to be made when allocating resources	Describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices	Describe different views on how to respond to an issue or challenge	Develop questions for an investigation	Locate and collect data and information from a range of sources to answer inquiry questions	Examine sources to determine their purpose and to identify different viewpoints	Interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence	Sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines	Sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions	Work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action	Present their ideas, findings and conclusions in a range of communication forms using discipline specific terms and appropriate conventions
1. People and the Environment (U1)																		
2. Communities in Colonial Australia (U3)																		
3. Managing Australian Communities (U2)																		
4. Participating in Australian Communities (U4)																		

HUMANITIES AND SOCIAL SCIENCES – HASS (ACARA – C2C v8)
YEAR B (ODD YEARS) (Year 6 units with adapted GTMJ for year 5s)

Unit	Semester	Outline	Assessment	Risk Assessment &/or Excursion
1. Australia in the past (U1)	1	In this unit, students will explore the following inquiry question: • *How have key figures, events and values shaped Australian society, its system of government and citizenship?* Learning opportunities support students to: • examine the key figures, events and ideas that led to Australia's Federation and constitution • recognise the contribution of individuals and groups to the development of Australian society since Federation • investigate the key institutions, people and processes of Australia's democratic and legal system • locate, collect and interpret information from primary sources • sequence information about events and the lives of individuals in chronological order • develop arguments • use criteria to make decisions and judgments • work in groups to generate responses to issues and challenges • propose action in response to issues and challenges.	**Assignment/Project** Students will explain the significance of key people, events, institutions and processes to the development of the Australian nation.	
2. Australia in a diverse world (U3)		In this unit students will investigate the following key inquiry question: • *How do places, people and cultures differ across the world?* Students will: • examine the geographical diversity of the Asia region and the location of its major countries in relation to Australia • investigate differences in the economic, demographic and social characteristics of countries across the world • consider the world's cultural diversity, including that of its indigenous peoples • identify Australia's connections with other countries • organise and represent data in large- and small-scale maps using appropriate conventions • interpret data to identify, describe and compare distributions and trends • present ideas, findings and conclusions in a range of communication forms that incorporate source materials, mapping, communication conventions and discipline-specific terms.	**Assignment/Project** Students will demonstrate an understanding of the diversity of places by representing, interpreting and describing data and information about the characteristics of places.	
3. Australians as global citizens (U2)	2	In this unit, students will explore the following key inquiry questions: • *What does it mean to be an Australian citizen?* • *How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?* Learning opportunities support students to: • recognise the responsibilities of citizens in Australia's democracy • consider the shared values, right and responsibilities of Australian citizenship and obligations that people may have as global citizens • identify different points of view • examine continuities and changes in the experiences of *Australian democracy* and *citizenship*, including the status and rights of Aboriginal and Torres Strait Islander Peoples, women and children • investigate stories of groups of people who have migrated to Australia since Federation • evaluate the contribution of individuals and groups to the development of Australian society since Federation • sequence information about events and represent time by creating timelines • present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials.	**Exam/Test** Students will investigate the rights and responsibilities of Australian citizens today and the experiences of Australian democracy and citizenship for different groups in the past.	
4. Australia's global connections (U4)		In this unit, students will explore the following key inquiry question: • *What are Australia's global connections between people and places?* • *How do people's connections to places affect their perception of them?* Learning opportunities support students to: • identify how Australia's connections with other countries change people and places • recognise the effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places • develop appropriate questions to frame an investigation • locate and collect useful information from primary and secondary sources • organise and represent data in a range of formats, using appropriate conventions • interpret data to identify patterns and trends, and to infer relationships • identify different points of view and solutions to an issue • reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal • present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, graphing, communication conventions and discipline-specific terms.	**Collection of work** Students will conduct an inquiry to answer the question: How does tourism at the Great Barrier Reef affect people and place?	

Unit	Aspects of the Achievement Standard – HUMANITITIES AND SOCIAL SCIENCES																			
	Explain the significance of an event/development, an individual and/or group	Identify and describe continuities and changes for different groups in the past and present	Describe the causes and effects of change on society	Compare the experiences of different people in the past	Describe, compare and explain the diverse characteristics of different places in different locations from local to global scales	Describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time	Explain the importance of people, institutions, and processes to Australia's democracy and legal system	Describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens	Recognise why choices about the allocation of resources involve trade-offs	Explain why it is important to be informed when making consumer and financial decisions	Identify the purpose of business and recognise the different ways that businesses choose to provide goods and services	Explain different views on how to respond to an issue or challenge	Develop appropriate questions to frame an investigation	Locate and collect useful data and information from primary and secondary sources	Examine sources to determine their origin and purpose and to identify different perspectives in the past and present	Interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions	Sequence information about events, the lives of individuals and selected phenomena in chronological order and represent time by creating timelines	Organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions	Collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others	Reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal	Present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms
1. Australia in the past (U1)	■		■				■							■			■		■	■	■
2. Australia in a diverse world (U3)					■	■										■		■			■
3. Australians as global citizens (U2)		■	■	■				■							■		■				■
4. Australia's global connections (U4)						■							■	■		■		■		■	■

HEALTH AND PHYSICAL EDUCATION (ACARA – C2C v8)
YEAR A (EVEN YEARS) – Students will complete 2 of the 3 Health Units

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 – analysed fortnightly and discussed at PBL team meetings.	**Treat Days:** T1 – Swimming T2 – Bowling T3 – Swimming T4 – Movie/Disco
CARNIVALS	1 - 4	Zone - Cross Country, Swimming, Athletics Inter-house Swimming		**Variation to school routine** **Risk Assessment**
1. PHYSICAL ACT Basketball Skills and Fitness (Y5 U3)	1	Students explore and describe the key features of health-related fitness and the significance of physical activity participation to health and well- being in the context of basketball. Students: • explore the health-related fitness components within the game of basketball • develop the basketball skills of dribbling, passing, shooting and rebounding • determine the links between the recorded images and components of fitness • identify different physical activities in their everyday life • discuss benefits of regular participation in physical activity to their health and wellbeing. Cross Country Preparation and Training	The assessment will gather evidence of the student's ability to: • describe the key features of health-related fitness • describe and explain the significance of physical activity participation to health and wellbeing • perform movement sequences using fundamental movement skills and the elements of movement • refine fundamental movement skills and movement concepts and strategies in a variety of physical activities • solve movement challenges.	
2. HEALTH Transitioning (Y6 U4)		Students explore the feelings, challenges, and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition. Students: • explore the feelings and emotions associated with new situations and coping with change • discuss the knowledge and skills that help people adapt to new situations • reflect on the way they adapt to change • examine how communication skills support positive relationships • explore the similarities and differences between primary and secondary school • examine how students experience diversity during their transition to secondary school • discuss how diversity has positive influences on individuals and communities.	**Research** Students investigate developmental changes and transitions and the changing nature of personal and cultural identities during the transition to secondary school. They recognise the influence of emotions and discuss factors that influence how people interact in new situations. The assessment will gather evidence of the student's ability to: • investigate developmental changes and transitions • explains the influence of people and places on identities • recognise the influence of emotions and discuss factors that influence how people interact in new situations.	
3. PHYSICAL ACT Athletics	2	Students create an athletic themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations. Students: • develop and combine fundamental movement skills to form athletic sequences • become familiar with the elements of movement and their use in athletic sequences. • create and practise athletic-themed movement sequences that link fundamental movement skills and apply the elements of movement • develop athletic-movement sequences in authentic running, jumping and throwing situations.	The assessment will gather evidence of the student's ability to: • perform movement sequences using fundamental movement skills and the elements of movement • create a movement sequences using fundamental movement skills and the elements of movement.	
4. HEALTH Emotional Interactions (Y5 U1)		In this unit students review the information they know about establishing and keeping friendships and relationships. They identify the skills needed to establish and maintain relationships. Students use prior knowledge to discuss the differences between friendships and relationship and also interpret the differences between friendships and their peers. Students discuss the factors that influence theirs and others behaviours through discussion and brainstorming activities. They investigate how feelings, emotions and mood can affect their own and others behaviours and responses. Students develop an understanding of different points of view and how differing opinions can influence relationships and friendships. They develop an understanding of bullying and harassment and who to go to for help if they are a victim or witness such behaviours. Finally students discuss their overall emotional health, safety and wellbeing. Students will:	**Project/assignment** Students complete an assignment. They respond to a series of questions and scenarios about emotional responses and interactions with others. They present a group role-play. The assessment will gather evidence of the student's ability to: • recognise the influence of emotions on behaviours and discuss factors that influence how people interact • describe their own and others' contributions to health, physical activity, safety and wellbeing • demonstrate skills to work collaboratively.	

		• understand what a relationship is • understand the different types of relationships that exist in society • examine the factors that influence our behaviour on a daily basis • examine different points of view and opinions • identify positive and negative interactions amongst their peers and their friendship groups • understand how some negative interactions may lead to bullying and harassment • identify safe and unsafe behaviours • identify strategies to keep themselves healthy, safe and well • understand that there are adults they can use for support when feeling unsafe or uncomfortable. This unit has been developed to incorporate sections of the Daniel Morecombe Child Safety Curriculum.		
Unit	**Term**	**Outline**	**Assessment**	**Risk Assessment &/or Excursion**
5. PHYSICAL ACT Play 2 Rhythm (Y5 U1)	3	Students develop specialised football skills and create and perform a sequence of these skills to music. Students: • practise and refine the football skills of dribbling, turning and juggling in a variety of movement situations • practise combining specialised football skills in short movement sequences. • manipulate elements of movement when performing football skills in sequences • compose and perform a football skills sequence with music.	The assessment will gather evidence of the student's ability to: • perform specialised movement skills • apply the elements of movement when composing and performing movement sequences.	
6. HEALTH Multicultural Australia (Y5 U3)		Students gain an understanding of multiculturalism by examining the changing nature of Australia's cultural identity through exploring the influence of people and places. They examine how sharing traditional foods and physical activities from different cultures can support community wellbeing and cultural understanding.	**Collection of work** Students complete a series of tasks relating to a cultural identity and physical activity supporting community wellbeing and cultural understanding. These tasks will be recorded and compiled to form a collection of work. The assessment will gather evidence of the student's ability to: • explain the influence of people and place on identities • examine how physical activity, celebrating diversity and connecting to the environment supports community wellbeing and cultural understanding.	
7. PHYSICAL ACT Tennis	4	Students perform specialised tennis skills. They combine and perform specialised tennis skills to open up space on the court to win or gain the upper hand within gameplay. They demonstrate skills to work collaboratively and play fairly during tennis related activities and games. Students: • become familiar with the responsibilities of tennis players in regard to following game rules and etiquette • develop, practise and refine specialised tennis skills (forehand and backhand strokes) • combine and perform specialised tennis skills to open up space on the court to win the point.	The assessment will gather evidence of the student's ability to: • demonstrate fair play and skills to work collaboratively • perform specialised movement skills • propose and combine movement concepts and strategies to achieve movement outcomes to solve movement challenges.	

Unit	Aspects of the Achievement Standard – HEALTH AND PHYSICAL EDUCATION YEAR A (EVEN YEARS)									
	Investigate developmental changes and transitions.	Explain the influence of people and places on identities.	Recognise the influence of emotions on behaviours and discuss factors that influence how people interact.	Describe their own and others' contributions to health, physical activity, safety and wellbeing.	Describe the key features of health-related fitness and the significance of physical activity and participation to health and wellbeing.	Examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.	Demonstrate fair play and skills to work collaboratively.	Access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing.	Perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges.	Apply the elements of movement when composing and performing movement sequences.
1. Basketball Skills & fitness (Physical)										
2. Transitioning (U4) (Health)										
3. Athletics (Physical)										
4. Emotional Interactions (U1) (Health)										
5. Play 2 Rhythm (Physical)										
6. Multicultural Australia (Health)										
7. Tennis (Physical)										

HEALTH AND PHYSICAL EDUCATION CONT.

YEAR B (ODD YEARS) – Students will complete 2 of the 3 units

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 – analysed fortnightly and discussed at PBL team meetings.	**Treat Days:** T1 – Swimming T2 – Bowling T3 – Swimming T4 – Movie/Disco
CARNIVALS	1 - 4	Zone - Cross Country, Swimming, Athletics Inter-house Swimming		**Variation to school routine** **Risk Assessment**
1. HEALTH **Who Influences Me? (Y6 U1)**		In this unit students explore how important people in their lives and the media can influence health behaviour. Students examine how membership of different groups and personal qualities shape identity. Students examine influences on health behaviour and construct a health message for their peers. Students will: • investigate membership of groups • explore how personal qualities shape identity • examine how personal identity changes over time • understand the meaning of the terms celebrity, hero and role model • investigate the influence of celebrities, heroes and role models on identity • explore different health messages and how they are communicated • investigate the use and influence of high profile people as health messengers • explore different influences on personal choices • reflect on how influences on their choices have changed over time • consider the influence they have on the health choices of others • recognise that there are different health issues for different life stages • consider the different ways health messages are communicated.	Research Students will complete an assignment. They will investigate role models and celebrities associated with delivering health messages and the circles of influence they project on the individual. The assessment will gather evidence of the student's ability to: • examine the changing nature of personal and cultural identities • access and interpret health information and • apply problem-solving skills to enhance their own and others' health, safety and wellbeing.	
2. PHYSICAL ACT **Baseball**	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 **Let's all be active (Y6 U2)**		In this unit students investigate how physical activity creates opportunities for different groups to work together. Students identify how physical activity contributes to individual and community wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity. Students will: • review their physical activity choices and reasons for participation. • explore different physical activities including those from Aboriginal and Torres Strait Islander people's and Asian cultures. • discuss selected findings about physical activity participation for young Australians. • determine methods to gather and record information on physical activity participation. • discuss how food choices support participation in physical activity. • identify the benefits of participating in physical activity for all the dimensions of health. • discuss how physical activity creates connections to the natural environment. • review information on physical activity. • consider factors that contribute to the creation of a physical activity. • investigate technologies that support physical activity.	**Research** Students will complete an assignment. They will identify the significance of physical activity to health and wellbeing. They will describe their own contribution to safety and wellbeing and how physical activity supports community wellbeing and cultural understanding. The assessment will gather evidence of the student's ability to: • describe the significance of physical activity participation to health and wellbeing • describe their own and others' contributions to health, physical activity, safety and wellbeing. • examine how physical activity supports community wellbeing and cultural understanding.	**SCHOOL CAMP** **Variation to school routine** **Risk assessments** **Non-Camp students participate in AMAZING RACE** **Variation to school routine** **Risk assessment**

Unit	Term	Outline	Assessment	Risk Assessment &/or Excursion
4. PHYSICAL ACT Athletics	2	Students create an athletic themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations. Students: • develop and combine fundamental movement skills to form athletic sequences • become familiar with the elements of movement and their use in athletic sequences. • create and practise athletic-themed movement sequences that link fundamental movement skills and apply the elements of movement • develop athletic-movement sequences in authentic running, jumping and throwing situations.	The assessment will gather evidence of the student's ability to: • perform movement sequences using fundamental movement skills and the elements of movement • create a movement sequences using fundamental movement skills and the elements of movement.	
5. HEALTH What am I drinking? (Y6 U3)		In this unit students explore drink products that contribute to health and wellbeing. They focus on investigating a variety of drink options including soft drinks, energy drinks and fruit juice, and the effects they have on the body. Students examine available alternatives to various drink options. Students will: • understand how drink choices affect health and wellbeing • examine drink labels and consider drink alternatives • understand how preventative health practices contribute to promoting and maintaining health, safety and wellbeing • apply preventative health strategies to promote and maintain the health, safety and wellbeing of individuals and their communities.	**Supervised assessment** Students will describe their own and others' contribution to health and wellbeing. They access and interpret health information, and to apply decision-making skills to enhance their own and others' health and wellbeing. The assessment will gather evidence of the student's ability to: • describe their own and others' contributions to health, physical activity, safety and wellbeing • access and interpret health information and apply decision-making skills to enhance their own and others' health and wellbeing.	
6. PHYSICAL ACT Hockey	3	In this unit, students perform the refined fundamental movement skills of Hockey and use them to solve movement challenges. They apply strategies for working cooperatively and apply rules fairly. Students: • develop and refine the fundamental movement skills of dribbling and tackling • explore and develop the concepts and strategies of Hockey • develop strategies for working cooperatively and applying rules fairly • solve movement challenges.	The assessment will gather evidence of the student's ability to: • apply strategies for working cooperatively and apply rules fairly • refine fundamental movement skills and movement concepts and strategies in dribbling and tackling • solve movement challenges	
7. PHYSICAL ACT Volleyball	4	In this unit, students perform the refined fundamental movement skills of Volleyball and use them to solve movement challenges. They apply strategies for working cooperatively and apply rules fairly. Students: • develop and refine the fundamental movement skills of digging, setting, serving and spiking • explore and develop the concepts and strategies of Volleyball • develop strategies for working cooperatively and applying rules fairly • solve movement challenges.	The assessment will gather evidence of the student's ability to: • apply strategies for working cooperatively and apply rules fairly • refine fundamental movement skills and movement concepts and strategies in digging, setting, serving and spiking • solve movement challenges	

Unit	Aspects of the Achievement Standard – HEALTH AND PHYSICAL EDUCATION YEAR B (ODD YEARS)									
	Investigate developmental changes and transitions.	Explain the influence of people and places on identities.	Recognise the influence of emotions on behaviours and discuss factors that influence how people interact.	Describe their own and others' contributions to health, physical activity, safety and wellbeing.	Describe the key features of health-related fitness and the significance of physical activity and participation to health and wellbeing.	Examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.	Demonstrate fair play and skills to work collaboratively.	Access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing.	Perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges.	Apply the elements of movement when composing and performing movement sequences.
1. Who influences me? (Health)										
2. Baseball (Physical)										
3. Let's all be active (Health)										
4. Athletics (Physical)										
5. What am I drinking? (Health)										
6. Hockey (Physical)										
7. Volleyball (Physical)										

HEALTH & PHYSICAL EDUCATION - INTERSCHOOL SPORT

Sport	Term	Other…	Risk Assessment &/or Excursion
Boy's Tennis, Boy's AFL, ATHLETICS Girl's Cricket, Girl's Touch	1	Students not involved with inter-school sport are offered various games at school.	
ATHLETICS – NO INTER-SCHOOL SPORT	2		**Variation to school routine** **Risk Assessment**
Soccer Gala Day			**Variation to school routine** **Risk Assessment**
Boy's Soccer, Boy's Hockey Girl's Hockey, Girl's Soccer	3		
Hockey Gala Day			**Variation to school routine** **Risk Assessment**
Boy's Cricket, Boy's Touch, Boy's Volleyball Girl's AFL, Girl's Volleyball	4		

LANGUAGES – INDONESION (Essential Learnings)
YEAR A (EVEN YEARS)

Unit	Term	Outline	Assessment
1. Indonesian Basics, Language & Culture Let's Eat and Shop	1	• Food and drinks • Shopping for food • Cooking terms • Eating out in Indonesia (ordering food and drinks and describing food and drinks) • Shops • bargaining	• Weekly spelling test • Design a healthy menu (writing), • Perform a role play at a restaurant (speaking)
2. Indonesian Basics, Language & Culture Putting on a do	2	• Planning a party • Make a party invitation • Create a party game • Design a party invitation • listen to instructions to make a party decoration • read about or watch a video about different celebrations in Indonesia	• Weekly spelling test • Design a party invitation (writing) • Perform a dialogue where students discuss plans for a party (speaking)
3. Indonesian Basics, Language & Culture School connections	3	• School items • School subjects • School uniform • Places around the school (library, classroom, playground) • School in Indonesia	• Weekly spelling test • Write a letter to a friend in Indonesia about school. What class you are in, what subjects you study. (writing) • Perform a role play. (speaking)
4. Indonesian Basics, Language & Culture My family	4	• Family members • Describing family members, age and name, their likes and dislikes, where they live • Conduct a survey about family • Families in Indonesia	• Weekly spelling test • Write a magazine page about your family (writing) • Interview each other about your family (speaking)

LANGUAGES – INDONESION (Essential Learnings)
YEAR B (ODD YEARS)

Unit	Term	Outline	Assessment
5. 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, biasa 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 …) • Going to the market "Di Pasar", food • Shops and places around town	• Respond to teacher's questions (listening and speaking) • Respond through singing, chanting and actions (speaking) • Practise a role play with a partner about organizing a trip to the market. Perform in front of the class. (reading and speaking) • Complete word list tasks on Education Perfect (reading, writing and listening) • Weekly spelling test (listening and writing)
6. Indonesian Basics, Language & Culture	3 & 4	**Out and About: Di luar dan di keliling kota** • Family and Friends • 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) • Complete word lists on Education Perfect (reading, writing and listening) • Weekly spelling test (listening and writing) • Watch the video "Desaku Bagus" and complete worksheets (listening, viewing and writing) • Produce a Power Point on their city (Toowoomba) "Kotaku Bagus" (My city is great) and present it to the class. (reading, writing, listening and speaking)

MATHEMATICS (ACARA – C2C v5)

Unit	YR	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Risk Assessment &/or Excursion
1.	5	Students develop understandings of: • Number and place value - estimating of whole numbers, represent multiplication using the split & compensate strategy, choose appropriate procedures to represent the split & compensate strategy of multiplication, using a written strategy for addition & subtraction • Fractions and decimals — use models to represent fractions, count on & count back using unit fractions, identify & compare unit fractions using a range of representations & solve problems using unit fractions. • Data representation and interpretation — build an understanding of data, develop the skill of defining numerical & categorical data, generate sample questions, explain why data is either numerical or categorical, develop an understanding of why data is collected, choose appropriate methods to record data, interpret data, generalise by composing summary statements about data. • Number and place value — round & estimate to check the reasonableness of answers, explore mental computation strategies for division, solve problems using mental computation strategies & informal recording methods, compare & evaluate strategies that are appropriate to different problems, make generalisations • Using units of measurement — investigate time concepts & the measurement of time, read & represent 24-hour time • Data representation and interpretation – explore methods of data representations to construct and interpret data displays, reason involving data. • Data representation and interpretation — investigate an issue (design data collection questions and tools, collect data, represent as a column graph or dot plot, interpret and describe data to draw a conclusion) • Using units of measurement — read and represent 24-hour time, convert between 12- and 24-hour time	**<u>DIGGING INTO DATA</u>** **We are learning to** • Classify and interpret data • Pose questions to gather data **Success Criteria:** **I can:** • Pose questions to gather information • Interpret data in a: - frequency table - two-way table - column graph - dot plot • Determine whether data is true or false • Write a statement to share my interpretation of data • Compare data collected in a dot plot • Tell the difference between numerical and categorical data **<u>MULTIPLICATIVE REASONING AND FRACTIONS</u>** **We are learning to** • Solve multiplication and division problems by efficiently and accurately applying a range of strategies • Check the reasonableness of answers using estimation and rounding. • Locate, represent, compare and order fractions • Add and subtract fractions with the same denominator **Success Criteria:** **I can:** • Multiply and divide by: - 1 digit - 2 digits • Multiply by 10, 100 and 1000 • Use estimation and rounding to check the reasonableness of my answers • Solve multi-step problems • Mark fractions on a number line between 0 and 1 • Identify the greatest and least fraction • Identify the shaded/not shaded fraction from a model (with no section lines) • Add and subtract fraction with the same denominator • Apply my knowledge of unit fractions to solve problems • Explain my thinking **<u>12- AND 24-HOUR TIME</u>** **Learning Intention:** **We are learning to** convert between 12- and 24-hour time. **Success Criteria:** **I can:** • Read digital time - 12 hr - 24 hr	**Ticking away with time (Monitoring)** Students will convert between 12 and 24 hour time. **Digging Into Data – Short Answer Questions** Students will classify and interpret data and pose questions to gather data. **Multiplicative Reasoning and Fractions – Short Answer Questions** Students will solve multiplication and division problems by efficiently and accurately applying a range of strategies, checking the reasonableness of answers using estimation and rounding. They will locate, represent, compare and order fractions with the same denominator. **12 and 24-hour time** Students will convert between 12 and 24-hour time.	**Applied Level (Think & Search)** Questioning, Synthesising, Evaluating **Literal Level (Right There)** Activating Prior Knowledge, Connecting **Literal (Right There) Level** Activating Prior Knowledge, Connecting	

			• Write digital time - 12 hr - 24 hr • Convert between time systems (12hr and 24hr time) • Match 12hr and 24hr time - digit form - word form • Add time • Calculate duration of time (time elapsed) • Calculate word problems - single step - multi-step			
Unit	**YR**	**Outline**	**Learning Intentions and Success Criteria**	**Assessment**	**Comprehension Demands**	**Risk Assessment &/or Excursion**
1	6	Students develop understandings of: • Data representation and interpretation — revise different types of data displays, interpret data displays, investigate the similarities & differences between different data displays & identify the purpose & use of different displays & identify the difference between categorical & numerical data • Using units of measurement – interpret and use timetables • Number and place value — apply efficient mental and written strategies to solve problems involving all four operations • Data representation and interpretation —interpret and compare data displays, interpret secondary data, solve problems involving data, conversion of units of measure and computation	**<u>DATA DECODER</u>** **Learning Intention:** **We are learning to** • Interpret, compare and analyse data displays to make reasoned decisions. • Justify our thinking **Success Criteria:** **I can:** • Read a graph: - Key / legend - Categories (more than one) - Scale - Title • Select a graph based on selected criteria • Identify information on a side-by-side column graph • Interpret and justify my thinking about a: - pie graph - side-by-side column graph - picture graph (with key) - dot plot • Determine which operation to use to solve a word problem related to data interpretation • Read the symbols for less than and greater than (< and >) **<u>RODEO ROUND-UP</u>** **Learning Intention:** • Interpret and use timetables • Cost information to determine a travel schedule. **Success Criteria:** **I can:** • Read a timetable • Locate information on a timetable • arrival / departure times • number of departures • events • key • Calculate duration of time • Calculate travel costs - determining the operation used to solve this • Select and justify travel options	**Data Decoder – Short Answer Questions** Students will interpret, compare and analyse data displays to make reasoned decisions. **Rodeo Round-up – Short Answer Questions** Students will interpret and use timetables and cost information to determine a travel schedule.	**Evaluative Level (Author & Me)** Questioning, Evaluating **Applied (Think & Search) Level** Summarising, Evaluating	

Unit	YR	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Risk Assessment &/or Excursion
2.	5	Students develop understandings of: • Fractions and decimals — add & subtract simple fractions with the same denominator • Fractions and decimals — make connections between fractional numbers and the place value system, and represent, compare and order decimals • Location and transformation — investigate and create reflection, translation and rotation symmetry, transform shapes through enlargement and describe the feature of transformed shapes • Shape — apply the properties of 3D objects to make connections with a variety of two-dimensional representations of 3D objects. • Geometric reasoning – identify the components of angles, compare and estimate the size of angles to establish benchmarks, construct and measure angles • Location and transformation and Shape – describe and create transformations using symmetry, represent 3D objects with 2D representations • Patterns and algebra – create and continue patterns involving whole numbers, fractions and decimals, explore strategies to find unknown quantities • Fractions and decimals — makes connections between fractions & decimals, compares & orders decimals • Patterns and algebra — creates, continues & identifies the rule for patterns involving the addition & subtraction of fractions, use number sentences to find unknown quantities involving multiplication & division • Geometric reasoning — estimate & measure angles, construct angles using a protractor • Fractions and decimals — apply decimal skills, recognise that the place value system can be extended beyond hundredths, compare order & represent decimals, locate decimals on a number line, extend the number system to thousandths & beyond	**<u>PERFECTING PATTERNS</u>** **Learning Intention:** **We are learning to…** • Continue patterns by adding and subtracting whole numbers, fractions and decimals. • Find unknown quantities in number sentences. **Success Criteria:** **I can:** • Continue whole number patterns • Position decimals on number line • Describe, continue and create addition and subtraction patterns with: - fractions - decimals - whole numbers • Write a rule to explain a number pattern • Complete number patterns with mixed numbers • Write a number sentence • Solve money problems using addition • Solves simple problems using different operations • Select the best deal • Justifies thinking • Solve multi-step problems using multiplication and division • Show my working **<u>GENERATION GEOMETRY</u>** **Learning Intention:** **We are learning to …** • Measure and construct angles • Make connections between three-dimensional objects and their two-dimensional representations. • Describe the symmetry and transformation of two-dimensional shapes, and identify line and rotational symmetry. **Success Criteria:** **I can:** • Identify the largest and smallest angle. • Recognise benchmark angles. • Types of angles: - acute - right • Use a protractor to measure the size of angles. • Use a protractor to construct angles. • Relate degrees to the angle size. • Identify and describe clockwise and anti-clockwise turns. • Identify and describe turns of 45 and 180 degrees. • Draw an irregular quadrilateral to specific angle measurements. • Label angles in a quadrilateral. • Identify shapes with symmetry. • Identify 3D shapes from nets and faces. • Draw 3D objects. • Identify the missing symbol on a 3D shape from the net. • Draw lines of symmetry. • Describe symmetry:	**Delivering Decimals (Monitoring)** Students will represent, locate and order decimals to and beyond hundredths. **Sailing Through Symmetry (Monitoring)** Students will identify and describe line and rotation symmetry. **Shaping Up (Monitoring)** Students connect 3D objects with their 2D representations. **Generation Geometry – Short Answer Questions** Students will estimate, measure and construct angles, to make connections between three-dimensional objects and their two-dimensional representation, to describe the symmetry and transformation of two-dimensional shapes and designs. **Reactions to Fractions (Monitoring)** Students will order decimals and unit fractions and locate them on number lines. They will add and subtract fractions with the same denominator. Students will continue patterns by adding and subtracting fractions and decimals. **Perfecting Patterns – Short Answer Questions** Students will continue patterns by adding and subtracting whole numbers, fractions and decimals and find unknown quantities in number sentences. **Investigating Angles – Short Answer Questions** Students will find unknown angles using the relationships between angles on a straight line, vertically opposite angles and angles at a point.	**Literal (Right There) Level** Activating Prior Knowledge, Visualising **Literal (Right There) Level** Activating Prior Knowledge, Visualising **Literal (Right There) Level** Activating Prior Knowledge, Visualising **Literal (Right There) Level** Activating Prior Knowledge, Visualising **Literal (Right There) Level** Activating Prior Knowledge **Literal (Right There) Level** Activating Prior Knowledge, Evaluating, Questioning **Literal (Right There) Level** Activating Prior Knowledge, Visualising	

			- Rotation - Translation - Reflection • Draw a reflection and mark in lines of symmetry.			
Unit	**YR**	**Outline**	**Learning Intentions and Success Criteria**	**Assessment**	**Comprehension Demands**	**Risk Assessment &/or Excursion**
2	6	Students develop understandings of: • Fractions and decimals — order & compare fractions with related denominators, add & subtract fractions with related denominators, calculate the fraction of a given quantity and solve problems involving the addition & subtraction of fractions • Fractions and decimals — solve problems involving addition and subtraction of fractions with the same or related denominators, find a simple fraction of a quantity, and make connections between equivalent fractions, decimals and percentages • Shape — problem solve & reason to create nets & construct models of simple prisms & pyramids • Patterns and algebra — continue & create sequences involving whole numbers & decimals, describe the rule used to create these sequences & explore the use of order of operations to perform calculations • Geometric reasoning — make generalisations about angles on a straight line, angles at a point & vertically opposite angles, & use these generalisations to find unknown angles • Fractions and decimals — locate, order and compare fractions with related denominators & locate them on a number line. • Patterns and algebra — continue & create sequences involving whole numbers, fractions & decimals, describe the rule used to create the sequence • Patterns and algebra & Number and place value - represent number patterns in a table and graphically, write a rule to describe a pattern, apply the rule to find the value of unknown terms • Geometric reasoning — measure angles, apply generalisations about angles on a straight line, angles at a point and vertically opposite angles and apply in real-life contexts • Location and transformation — apply translations, reflections and rotations to create symmetrical shapes. • Patterns and algebra — continue & create sequences involving whole numbers & decimals, describe the rule used to create these sequences & explore the use of order of operations to perform calculations	**<u>FRACTIONS, CALCULATIONS AND PATTERNS</u>** **Learning Intention:** **We are learning to…** • Locate fractions on a number line • Calculate a simple fraction of a quality • Solve problems involving addition and subtraction of related fractions • Describe rules used in sequences involving fractions and decimals **Success Criteria:** **I can:** • Identify types of fractions: - unit fractions - proper fractions - improper fractions - mixed numbers • Convert between improper fractions and mixed numbers • Locate proper fractions on a number line • Calculate a unit fraction of a quantity • Shade a fraction of a whole • Use a number line to solve fraction problems • Adding and subtracting related fractions • Describe a pattern involving a fractional diagram/model • Continue a pattern involving: - common fractions - decimals • Write a rule involving: - common fractions - decimals • Write and apply a rule involving fractions • Show a fraction number sequence: - on a number line - in a table • Identify and convert fractions to equivalent forms • Show my working **<u>INVESTIGATING ANGLES</u>** **Learning Intention:** **We are learning to…** • Solve problems using the relationships between angles on a straight line, vertically opposite angles and angles at a point. **Success Criteria:** **I can:** • Recall: - Angles on a straight line add to 180 degrees - Vertically opposite angles are always equal - Angles at a point add to 360 degrees • Find the size of unknown angles using angle relationships	**Find a Fraction of the Collection (Monitoring)** Students will calculate a simple fraction of a quantity **Patterns and Rules (Monitoring)** Students will complete a table of values, identify a pattern and write a rule to describe the pattern. **Fraction Calculations and Patterns – Short Answer Questions** Students will locate fractions on a number line, calculate a simple fraction of a quantity, solve problems involving addition and subtraction of related fractions and describe rules used in sequences involving fractions and decimals. **Order of Operations – Short Answer Questions** Students will write and apply the correct use of brackets and order of operations in number sentences.	**Applied (Think & Search) Level** Predicting, Evaluating **Literal (Right There) Level** Activating Prior Knowledge, Visualising **Literal (Right There) Level** Visualising, Connecting	

			- angles on a straight line (180 degrees) - angles at point (360 degrees/full circle) - supplementary angles (add to 180 degrees - straight line) - vertically opposite angles • Extend a ray to form a new angle • Solve multi-step problems involving angles • Use and understand angle symbols and pronumerals Explain my thinking using mathematical reasoning **<u>ORDER OF OPERATIONS</u>** **Learning Intention:** **We are learning to…** • Write and apply the correct use of brackets and order of operations in number sentences **Success Criteria:** **I can:** • Identify the order in which operations are calculated • Match stories to a related expression • Write a numerical expression to match a story • Write an explanation to justify your answer • Add brackets (or not add) to make an expression correct • Add operators to make an expression correct • Apply and explain the order of operation rules			
Unit	**YR**	**Outline**	**Learning Intentions and Success Criteria**	**Assessment**	**Comprehension Demands**	**Risk Assessment &/or Excursion**

3.	5	Students develop understandings of:
		• Number and place value — make connections between factors & multiples, identify numbers that have 2, 3, 5 or 10 as factors, using rounding
		• Using units of measurement - measure dimensions, estimate & measure the perimeters of rectangles, investigate metric units of area measurement, estimate & calculate area of rectangles.
		• Number and place value — round and estimate to check the reasonableness of answers, explore mental computation strategies for multiplication and division, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems and explore and identify factors and multiples
		• Number and place value – multiply and divide using a range of strategies, apply estimation and rounding to estimate answers and check answers, apply mental computation to multiply and divide, solve multiplication and division problems with no remainders
		• Money and financial mathematics — investigate income and expenditure, calculate costs, investigate savings and spending plans, develop and explain simple financial plans.
		• Number and place value — round and estimate to check an answer is reasonable, use written strategies to add and subtract, use an array to multiply one and two-digit numbers, use divisibility rules to divide, solve problems involving computation and apply computation to money problems.
		• Using units of measurement — chooses appropriate units for length, area, capacity & mass, measures length, area, capacity & mass, finds perimeter, problem solves & reasons when applying measurement to
			<u>George and Janelle's 'Eggcelent' Idea</u>
			Learning Intention:
			We are learning to apply a range of computation strategies to solve money problems and to plan and calculate simple budgets.
			Success Criteria:
			I can:
			○ Accurately calculate a response using the four operations.
			○ Plan a budget
			○ Calculate profit and/or loss
			○ Determine the reasonableness of answers
			○ Estimate
			○ Explain the difference between income and expenditure
			○ Justify my decisions
			○ Solve multi-step problems
			
			<u>Year 5's Great Garden</u>
			Learning Intention:
			We are learning to choose appropriate units of measurement for length, area, volume, capacity and mass. To calculate perimeter and area of rectangles.
			Success Criteria:
			I can:
			○ Calculate
			  ○ Length
			  ○ Perimeter
			  ○ Area
			○ Determine appropriate units of measurement
			  ○ Length
				Accent on Area (Monitoring)
				Students will choose an appropriate unit of measurement and find the area of rectangles.
				
				Perfecting Perimeter (Monitoring)
				Students will choose an appropriate unit of measurement and calculate perimeter of rectangles
				
				Mastering Multiples and Factors (Monitoring)
				Students will identify and list factors and multiples
				
				Solving Problems (Monitoring)
				Students will solve problems involving the four operations.
				
				Stuart's Simple Savings Plan (Monitoring)
				Students will interpret simple budgets.
				
				George and Janelle's "Eggcellent" Idea – Short Answer Questions
					Applied (Think & Search) Level
					Activating Prior Knowledge, Visualising
					
					Literal (Right There) and Inferential (Author & Me) Levels
					Inferring
					
					Literal (Right There) and Inferential (Author & Me) Levels	

		answer a question • Number and place value — adds & subtracts using mental & written strategies including the right-to-left strategy, multiplies whole numbers & divides by a one-digit whole number with & without remainders • Number and place value — apply mental and written strategies to solve addition, subtraction, multiplication and division problems, identify and use factors and multiples • Money and financial decisions — create simple budgets, calculate with money, identify the GST component of invoices & receipts, make financial decisions • Number and algebra — apply computation skills, use estimation & rounding to check reasonableness, solve problems involving addition subtraction multiplication & division, use efficient mental & written strategies to solve problems.	○ Perimeter ○ Area ○ Volume ○ Estimate by visualising ○ Justify choices ○ Show my working ○ Solve multi-step problems in unfamiliar concepts ○ Convert units of mass **<u>Fantastic Factors and Magnificent Multiples</u>** **Learning Intention:** **We are learning to** identify and describe factors and multiples of whole numbers. **Success Criteria:** **I can:** ○ Define factors and multiples ○ Identify factors using divisibility rules ○ Write factors ○ Identify and write multiples ○ Identify prime numbers ○ Use a Venn Diagram	Students will apply a range of computation strategies to solve money problems and to plan and calculate simple budgets. **Year 5's Great Garden – Short Answer Questions** Students will choose appropriate units of measurement for length, area, volume, capacity and mass. Students will calculate perimeter and area of rectangles. **Fantastic Factors and Magnificent Multiples – Short Answer Questions** Students will identify and describe factors and multiples of whole numbers.	Activating Prior Knowledge, Connecting, Evaluating **Literal (Right There) Level** Activating Prior Knowledge, Scanning **Literal (Right There) Level** Activating Prior Knowledge, Inferring	
Unit	**YR**	**Outline**	**Learning Intentions and Success Criteria**	**Assessment**	**Comprehension Demands**	**Risk Assessment &/or Excursion**
3	6	Students develop understandings of: • Number and place value — identify & describe properties of prime & composite numbers, select & apply mental & written strategies to problems involving whole numbers • Using units of measurement - solve problems involving the comparison of lengths and areas • Money and financial mathematics — investigate and calculate percentage discounts of 10%, 25% and 50% on sale items • Fractions and decimals — apply mental & written strategies to add & subtract decimals, solve problems involving decimals, make generalisations about multiplying whole numbers & decimals by 10, 100 & 1000, apply mental & written strategies to multiply decimals by 1-digit whole numbers • Using units of measurement — make connections between volume & capacity • Number and place value - identify, describe & continue square & triangular number patterns, make generalisations about the relationship between square & triangular numbers • Number and place value — select & apply mental & written strategies & digital technologies to solve problems involving multiplication & division with whole numbers • Money and financial mathematics – connect fractions & percentage, calculate percentages, calculate discounts of 10%, 25% & 50% on sale items • Number and place value – identify & describe properties of prime, composite, square & triangular numbers, multiply & divide using written methods including a written algorithm, solve problems	**<u>Number Properties and Percentage Discounts</u>** **Learning Intention:** **We are learning to** ○ Recognise the properties of numbers ○ Calculate percentage discounts ○ Solve problems involving division and multiplication ○ Connect fractions, decimals and percentages **Success Criteria:** **I can:** ○ Recognise properties of numbers: ○ Prime ○ Composite ○ Square ○ Triangular ○ Identify: ○ Prime ○ Composite ○ Square ○ Triangular ○ Recall multiplication and division facts – 1-10 ○ Solve single-step problems involving multiplication and division ○ Solve multi-step problems involving multiplication and division ○ Identify fractions, decimals and percentages ○ Represent equivalent fractions, decimals and percentages ○ Calculate percentage discounts: ○ 10% ○ 20% ○ 50%	**Number Properties and Percentage Discounts – Short Answer Questions** Students will recognise the properties of prime, composite, square and triangular numbers, solve problems involving division and multiplication, calculate common percentage discounts on sale items and connect fractions, decimals and percentages. **Solving Decimal Problems – Short Answer Questions** Students will convert between metric units, choose appropriate units of measurement, make connections between capacity and volume and perform calculations on decimals including multiplying and dividing by powers of 10.	**Literal (Right There) Level** Activating Prior Knowledge, Connecting **Literal (Right There) Level** Activating Prior Knowledge, Connecting	

		involving all four operations with whole numbers, compare & order positive & negative integers, connect equivalent fractions, decimals and percentages • Fractions and decimals — add & subtract fractions with related denominators, calculate a fraction of a quantity, multiply & divide decimals by powers of ten, add & subtract decimals, multiply decimals by whole numbers, divide numbers that result in decimal remainders, solve problems involving fractions & decimals • Using units of measurement — connect decimals to the metric system , convert between units of measure, solve problems involving length & area & connect volume & capacity • Fractions and decimals — add, subtract and multiply decimals, divide decimals by whole numbers, calculate a fraction of a quantity and percentage discount, compare and evaluate shopping options	○ Determine sale prices **<u>Solving Decimal Problems</u>** **Learning Intention:** **We are learning to** ○ convert between metric units ○ choose appropriate units of measurement ○ make connections between capacity and volume ○ perform calculations on decimals including multiplying and dividing decimals by powers of 10. **Success Criteria:** **I can:** ○ understand the units of measurement ○ mm - cm – m – km ○ g – kg – T ○ cm3 - mL ○ choose an appropriate unit of measurement ○ convert between metric units ○ add, subtract, multiply and divide decimals ○ describe the connection between volume and capacity ○ multiply and divide by powers of ten			

Unit	YR	Outline	Learning Intentions and Success Criteria	Assessment	Comprehension Demands	Risk Assessment &/or Excursion
4.	5	Students develop understandings of: • Chance — identify & describe possible outcomes, describe equally likely outcomes, represent probabilities of outcomes using fractions, conduct a chance experiment, apply understandings of probability & data collection to investigate the fairness of a game • Location and transformation — explore mapping conventions, interpret simple maps, use alphanumeric grids to locate landmarks and plot points, describe symmetry, create symmetrical designs and enlarge shapes. • Chance — order chance events, express probability on a numerical continuum, apply probability to games of chance, make predictions in chance experiments • Location and transformation — explore maps & grids, use a grid to describe locations, describe positions using landmarks & directional language	**<u>Look at Location</u>** **Learning Intention:** **We are learning to** • Use a grid reference system to locate landmarks on a map. • Use directional language to describe routes. **Success Criteria:** **I can:** • Read and write grid references. • Read and write ordered pairs. • Identify the location using directional language. • Describe routes using directional language. • Calculate distance using a scale. • Read a legend including symbols to find locations on a map **<u>What is the chance of that?</u>** **Learning Intention:** **We are learning to** • Represent the probability of an outcome using fractions. • Show the probability of an event on a number line between 0 and 1 **Success Criteria:** **I can:** • List all possible outcomes for different chance experiments. • Represent probabilities of events occurring as a fraction. • Explain my understanding of the probability/chance of an event occurring. • Use a number line from 0 to 1 to represent chance/probability. • Follow instructions to make a chance experiment.	**Look at Location (Monitoring)** Students will use a grid reference system to locate landmarks. **What is the chance of that? – Short Answer Questions** Students will mathematically describe chance experiments involving equally likely outcomes and represent those outcomes.	**Literal (Right There) Level** Activating Prior Knowledge, Skimming, Scanning **Literal (Right There) and Inferential (Author & Me) Levels** Activating Prior Knowledge, Inferring	

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

4	6	Students develop understandings of:
		• Chance — represent the probability of outcomes as a fraction or decimal & conduct chance experiments.
		• Number and place value — explore numbers below zero & position integers on a number line.
		• Location and transformation – identify the four quadrants on a Cartesian plane, plot & read points in all four quadrants, revise symmetry, reflection, rotation & translation, describe the effect of combinations of translations, reflections & rotations.
		• Patterns and algebra – Apply the order of operations to aid calculations.
		• Chance - conduct chance experiments, record data in a frequency table, calculate relative frequency, write probability as a fraction, decimal or percent, explore the effect of large trials on results, compare observed and expected frequencies
		• Data representation and interpretation - compare primary and secondary data, source secondary data, explore data displays in the media, identify how displays can be misleading, problem solve and reason by manipulating secondary data
		• Patterns and algebra - solve integer problems, plot coordinates in all four quadrants, solve problems using the order of operations, solve multiplication and division problems using a written algorithm.
			<u>Integers, Cartesian Planes and Transformations</u>
			Learning Intention:
			We are learning to
			• Plot and label ordered pairs on all four quadrants of a Cartesian plane.
			• Describe combinations of transformations.
			• Describe the use of integers in everyday context.
			• Locate and represent integers on a number line.
			
			Success Criteria:
			I can:
			• Use a Cartesian plane to plot positive and negative integers along the X and Y axis'.
			• Follow and describe a combination of transformations to change a shape.
			• Describe everyday situations that have positive (+) and negative (-) integers.
			• Read and record numbers on a number line:
			  ○ Intervals of one
			  ○ Intervals of more than one
			  ○ No scale.
			• Write an explanation.
			• Justify my thinking.
			
			<u>Is the Game "Dice Difference" Fair?</u>
			Learning Intention:
			We are learning to
			• Represent probabilities as fractions, decimals and percentages.
			• Compare observed frequencies across experiments with expected frequencies.
			
			Success Criteria:
			I can:
			• Represent probabilities as fractions, decimals and percentages.
			• Record observed frequencies
			  ○ Graph [ ]
			  ○ Table [ ]
			• Compare observed frequencies with expected frequencies.
			• Explain my thinking with evidence:
			  ○ Determining whether a situation is fair.
			  ○ Difference between observed frequency and expected frequency
			• Calculate relative frequency as a fraction.
				Below Zero (Monitoring)
				Students will describe the use of integers in everyday contexts and locate integers on a number line.
				
				Integers, Cartesian Planes and Transformations – Short Answer Questions
				Students will describe the use of integers in everyday contexts, locate integers on a number line, locate and ordered pair in any one of the four quadrants on the Cartesian Plane and describe combinations of transformations.
				
				Is the Game "Dice Difference" Fair? – Written
				Students will apply knowledge of chance events, express probabilities as a fraction and to compare expected and observed frequencies.
					Literal (Right There) Level
					Activating Prior Knowledge, Visualising, Evaluating
					
					Applied (Think & Search) Level
					Activating Prior Knowledge, Questioning, Synthesising, Evaluating	

UNIT	ASS ITEM	MODE	Aspects of the Achievement Standard – MATHS (YR 5)																
			Solve simple problems involving the four operations using a range of strategies.	Check the reasonableness of answers using estimation and rounding.	Identify and describe factors and multiples.	Identify and explain strategies for finding unknown quantities in number sentences involving the four operations.	Explain plans for simple budgets.	Connect three-dimensional objects with their two-dimensional representations.	Describe transformations of two-dimensional shapes and identify line and rotational symmetry.	Interpret different data sets.	Order decimals and unit fractions and locate them on number lines.	Add and subtract fractions with the same denominator.	Continue patterns by adding and subtracting fractions and decimals.	Use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles.	Convert between 12- and 24-hour time.	Use a grid reference system to locate landmarks.	Measure and construct different angles.	List outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1.	Pose questions to gather data, and construct data displays appropriate for the data.
1.	Ticking away with time (Monitoring)																		
	Digging into data	***Short answer questions***																	
	12 and 24-hour time																		
	Multiplicative Reasoning																		
2.	Delivering Decimals (Monitoring)																		
	Sailing through symmetry (Monitoring)																		
	Shaping Up (Monitoring)																		
	Reactions to fractions (Monitoring)																		
	Generation Geometry	***Short answer questions***																	
	Perfecting Patterns	***Short answer questions***																	
3.	George and Janelle's 'Eggcellent' Idea	***Short answer questions***																	
	Yr5s Great garden	***Short answer questions***																	
	Fantastic factors and magnificent multiples	***Short answer questions***																	
4.	What is the chance of that?	***Short answer questions***																	
	Look at location (Monitoring)																		

Multiplicative reasoning and fractions?? Yr 5 assessment piece unit 2 UNIT 1

UNIT	ASS ITEM	MODE	Aspects of the Achievement Standard – MATHS (YR 6)																						
			Recognise the properties of prime, composite, square and triangular numbers.	Describe the use of integers in everyday contexts.	Solve problems involving all four operations with whole numbers.	Connect fractions, decimals and percentages as different representations of the same number.	Solve problems involving the addition and subtraction of related fractions.	Make connections between powers of 10 and the multiplication and division of decimals.	Describe rules used in sequence involving whole numbers, fractions and decimals.	Connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation.	Make connections between capacity and volume.	Solve problems involving length and area.	Interpret timetables.	Describe combinations of transformations.	Solve problems using the properties of angles.	Compare observed and expected frequencies.	Interpret and compare a variety of data displays including those displays for two categorical variables.	Interpret secondary data displayed in the media.	Locate fractions and integers on a number line	Calculate a simple fraction of a quantity.	Add, subtract and multiply decimals and divide decimals where the result is rational.	Calculate common percentage discounts on sale items.	Write correct number sentences using brackets and order of operations.	Locate an ordered pair in any one of the four quadrants on the Cartesian plane.	Construct simple prisms and pyramids.	Describe probabilities using simple fractions, decimals and percentages.
1.	Data Decoder	***Short answer questions***															■								
	Rodeo Round-up	***Short answer questions***				■				■			■												
2.	Find a fraction of the collection (Monitoring)																								
	Patterns and rules (Monitoring)								■																
	Order of operations	***Short answer questions***																					■		
	Fraction calculations and patterns	***Short answer questions***					■		■											■					
	Investigating Angles						■		■											■					
3.	Number properties and percentage discounts	***Short answer questions***	■		■	■													■		■	■			
	Solving decimal problems	***Short answer questions***						■		■	■														
4.	Below zero (Monitoring)			■															■						
	Integers, Cartesian plane and transformations	***Short answer questions***		■										■										■	
	Is the game "Dice difference" fair?	***Written***														■									■

SCIENCE (ACARA – C2C v5)
YEAR A (EVEN YEARS) - (YEAR 5 UNITS WITH ADAPTED GTMJ FOR YEAR 6 STUDENTS)

Unit	Outline	Assessment	Comprehension Demands	Risk Assessment &/or Excursion
1. Survival in the Environment (U1)	Students examine the structural features and behavioural adaptations that assist living things to survive in their environment. They understand that science involves using evidence and data to develop explanations. Students investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments, and use this knowledge to design creatures with adaptations that are suitable for survival in prescribed environments.	**Create a Creature – Multimodal Presentation** Students will design fictional creatures and describe structural features that enable survival in an environment, and suggest explanations consistent with environmental data.	**Applied Level (Think & Search)** Scanning, Evaluating, Visualising	
2. Our Place in the Solar System (U2)	Students describe the key features of our solar system including planets and stars. They discuss scientific developments that have affected people's lives and describe details of contributions to our knowledge of the solar system from a range of people. With guidance, students pose questions, plan and conduct investigations to answer questions and solve problems. They decide on variables to change and measure to conduct fair tests. Students communicate their ideas in a variety of multi-modal texts including recording in data sheets and as a report for popular media.	**Exploration of the Solar System – Multimodal Presentation** Students will describe key features of the solar system and how scientific knowledge develops from different people's contributions and discuss how developments have affected people's lives. They communicate ideas using a range of text types.	**Applied Level (Think & Search)** Synthesising, Summarising, Questioning	
3. Now You See It (U3)	Students will investigate the properties of light and the formation of shadows. They will investigate reflection angles, how refraction affects our perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects; and the relationship between light source distance and shadow height. They will plan investigations including posing questions, making predictions, and following and developing methods. They will analyse and represent data and communicate findings using a range of text types, including reports and labelled and ray diagrams. They will explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples' lives.	**The aMAZEing Trick – Experimental Investigation** Students will plan, predict and conduct fair investigations to explain everyday phenomena associated with the transfer of light. They discuss how scientific developments have affected people's lives. They describe ways to improve methods and communicate ideas and findings.	**Literal (Right There) and Applied (Author & Me) Levels** Activating Prior Knowledge, Evaluating	
4. Matter Matters (U4)	Students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Students pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. They represent data and observations in tables and graphs. They identify patterns and relationships in data and suggest improvements to methods to improve fairness and accuracy. Students understand that scientific understandings, discoveries and inventions are used to inform decision making and solve or prevent problems.	**Investigating Evaporation and Explaining Solids, Liquids and Gases – Assignment/Project** Students will plan, conduct and evaluate an investigation into a variable that affects evaporation and to describe and apply knowledge of the properties of solids, liquids and gases. Students communicate ideas, methods and findings using a range of text types.	**Literal (Right There) and Applied (Author & Me) Level** Activating Prior Knowledge, Inferring, Evaluating	**Risk Assessment** – cooking **SCHOOL CAMP/AMAZING RACE** **Variation to school routine** **Risk assessments**

UNIT	ASS ITEM	MODE	Aspects of the Achievement Standard - SCIENCE									
			Classify substances according to their observable properties and behaviours.	Explain everyday phenomena associated with the transfer of light.	Describe the key features of our solar system.	Analyse how the form of living things enables them to function in their environments.	Discuss how scientific developments have affected people's lives, help us solve problems and how science knowledge develops from many people's contributions.	Follow instructions to pose questions for investigation and predict the effect of changing variables when planning an investigation.	Use equipment in ways that are safe and improve the accuracy of their observations.	Construct tables and graphs to organise data and identify patterns in the data.	Compare patterns in their data with predictions when suggesting explanations.	Describe ways to improve the fairness of their investigations, and communicate their ideas and findings using multimodal texts.
1	Creating a creature	***Poster/Multi-modal presentation***										
2	Exploring the solar system	***Poster/Multi-modal presentation***										
3	Exploring the transfer of light	***Experimental investigation***										
4	Investigating evaporation and explaining solids, liquids and gases	***Experimental investigation***										

SCIENCE (ACARA – C2C v5)
YEAR B (ODD YEARS) - (YEAR 6 UNITS WITH ADAPTED GTMJ FOR YEAR 5 STUDENTS)

Unit	Outline	Assessment	Comprehension Demands	Risk Assessment &/or Excursion
1. Making Changes (U1)	Students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions. Students identify and assess risks, make observations, accurately record data and develop explanations. They suggest improvements, which can be made to their methods to improve investigations. Students explore the effects of reversible and irreversible changes in everyday materials and how this scientific understanding is used to solve problems that directly affect people's lives.	**Reversible or Irreversible? – Experimental Investigation** Students will apply knowledge of reversible and irreversible changes of materials to plan and conduct a fair test with safety considerations. Students will record data, identify improvements to method and data and respond to a claim.	**Applied (Think & Search) Level** Activating Prior Knowledge, Predicting, Synthesising, Evaluating	**Risk Assessment:** - cooking - open flame candles
2. Energy and Electricity (U2)	Students investigate electrical circuits as a means of transferring and transforming electricity. They design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production. They identify where scientific understanding and discoveries related to the production and use of electricity has affected people's lives and evaluate personal and community decisions related to use of different energy sources and their sustainability.	**Energy and Electricity – Supervised Assessment** Students will analyse the requirements for the transfer of electricity in a circuit, describe energy transformations in the generation of electricity and use scientific knowledge to assess energy sources for a purpose.	**Applied (Think & Search) Level** Activating Prior Knowledge, Questioning, Evaluating	
3. Our Changing World (U3)	Students, explore how sudden geological and extreme weather events can affect Earth's surface. They consider the effects of earthquakes and volcanoes on the Earth's surface and how communities are affected by these events. They gather, record and interpret data relating to weather and weather events. Students explore the ways in which scientists are assisted by the observations of people from other cultures, including those throughout Asia. Students construct representations of cyclones and evaluate community and personal decisions related to preparation for natural disasters. They investigate how predictions regarding the course of tropical cyclones can be improved by gathering data.	**Natural Events and Change – Exam** Students will explain how natural events cause rapid changes to the Earth's surface, identify contributions to the development of science by people from a range of cultures, and identify how research can improve data.	**Applied (Think & Search) Level** Activating Prior Knowledge, Connecting, Evaluating	
4. Life on Earth (U4)	Students explore the environmental conditions that affect the growth and survival of living things. They use simulations to plan and conduct fair tests and analyse the results of these tests. Students pose questions, plan and conduct investigations into the environmental factors that affect the growth of living things. They gather, record and interpret observations relating to their investigations. Students consider human impact on the environment and how science knowledge can be used to inform personal and community decisions. They recommend actions to develop environments for native plants and animals.	**Mouldy Bread – Experimental Investigation** Students will develop an investigation question, design and conduct an investigation including identifying potential risks and variables to be changes and measured. They will collect, organise and analyse data to identify environmental factors that contribute to mould growth in bread and apply this knowledge.	**Applied (Think & Search) Level** Activating Prior Knowledge, Synthesising, Questioning	

UNIT	ASS ITEM	MODE	Aspects of the Achievement Standard - SCIENCE								
			Compare and classify different types of observable changes to materials.	Analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another when generating electricity.	Explain how natural events cause rapid change to Earth's surface.	Describe and predict the effect of environmental changes on individual living things.	Explain how scientific knowledge helps us to solve problems and inform decisions and identify historical and cultural contributions.	Follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships.	Identify variables to be changed and measured and describe potential safety risks when planning methods.	Collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data.	Describe and analyse relationships in data using appropriate representations and construct multimodal texts to communicate ideas, methods and findings.
1	Testing change: Reversible or irreversible?	***Experimental investigation***									
2	Exploring energy and electricity	***Supervised assessment***									
3	Explaining changes to the surface of Earth	***Exam/Test***									
4	Investigating mouldy bread	***Experimental investigation***									

TECHNOLOGY – DESIGN Delivered through MAKER SPACE (ACARA – C2C v8 & school based units)
YEAR A (EVEN YEARS)

Unit	Semester	Outline	Assessment	Risk Assessment &/or Excursion
1. Playgrounds of Experience	1	Students investigate the essential elements of an effective playground. They visit the playground equipment in various part of the school to identify differences in the design, materials used and safety features. They design and produce their own playground model. Students identify safety considerations which would allow the introduction of this equipment to the school playground.	**Task:** In small groups, students will design, create and evaluate a model playground. The assessment will gather evidence of the student's ability to: • Generate design ideas • Plan and communicate ideas • Select materials that match the requirements of a model • Construct a model from a plan • Reflect on the construction process • Evaluate a completed model	
2. Hands Off (U2)	2	Students will investigate how electrical energy can control movement, sound or light in a designed product or system. They will design a solution to an environment's security need and make a prototype electrical device that is part of the solution.	***Portfolio*** Students design a solution to an environment's security need and make an electrical device that is part of the solution. Assessment will gather evidence of student's ability to: • Describe competing factors in the design of electrical devices • Explain how electrical systems are designed to meet present and future needs. • Explain how electrical energy controls movement, sound or light in a designed solution • Explain how needs can be met with a designed solution. • Generate and refine ideas. • Select and use appropriate technologies and techniques to safely produce a working device. • Record project plans including production processes. • Establish and use criteria for success to evaluate a design.	

TECHNOLOGY – DESIGN Delivered through MAKER SPACE (ACARA – C2C v8 and school based units)
YEAR B (ODD YEARS) –

Unit	Semester	Outline	Assessment	Risk Assessment &/or Excursion
1. It's a Big Business	1	Students examine the greeting card industry and explore a range of computer generated and hand crafted greeting cards. They gather information on the cards' visual elements and style, and create a set of greeting cards representing a particular theme.	**Task:** Students will design, create and evaluate a set of greeting cards for a specific audience. The assessment will gather evidence of the student's ability to: • Generate design ideas • Plan and communicate ideas • Select materials that match the requirements of product • Incorporate feedback • Produce a product from a plan • Reflect on the production process • Evaluate a finished product	
2. My Restaurant Rules	2			

UNIT	ASS ITEM	MODE	Aspects of the Achievement Standard – TECHNOLOGY (DESIGN)							
			Describe competing considerations in the design of products, services and environments, taking into account sustainability.	Describe how design and technologies contribute to meeting present and future needs.	Explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts.	Create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities.	Suggest criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions.	Combine design ideas and communicate these to audiences using graphical representation techniques and technical terms.	Record project plans including production processes.	Select and use appropriate technologies and techniques correctly and safely to produce designed solutions.
YEAR A (EVEN YEARS)										
Playgrounds of Experience										
Hands Off										
YEAR B (ODD YEARS)										
It's a Big Business										
My Restaurant Rules										

TECHNOLOGY – DIGITAL (ACARA – C2C v8)
YEAR A (EVEN YEARS) – Students will complete units A and B across the year)

Unit	Semester	Outline	Assessment	Risk Assessment &/or Excursion
1.a) Exploring Digital Systems	1	In this unit students engage in a number of activities, including: • investigating the functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems • following, modifying and designing algorithms that include branching and repetition	**Portfolio** Students will describe digital systems and their components and explain how digital systems connect together to form a network.	
1.b) Creating Amazing Games	2	In this unit students engage in a number of activities, including: • following, modifying and designing algorithms that include branching and repetition • developing skills in using a visual programming language within a maze game context • working collaboratively to create a new maze game.	**Portfolio** Students will create a maze game using the skills of defining, designing, implementing using visual programming, managing and evaluating.	

TECHNOLOGY – DIGITAL (ACARA – C2C v8)
YEAR B (ODD YEARS) – Students will complete units A and B across the year)

Unit	Semester	Outline	Assessment	Risk Assessment &/or Excursion
2.a) Exploring Information Systems	1	In this unit students will explain how information systems meet local and community needs. They will: • Explore information systems, including systems that deliver community information, • Collect, manage and analyse data using a range of software (such as spreadsheets)	**Portfolio** Students will explain how information systems meet needs.	
2.b) Creating Interactive Spreadsheets	2	In this unit students will represent a variety of data types in digital systems and design and create an interactive spreadsheet and share information ethically. They will: • Interpret and visualise data to create information • Define problems by considering what the need is and what data is required. • Implement a digital system that automates the processing of user input.	**Portfolio** Students represent a variety of data types in digital systems. They design and create an interactive spreadsheet and share information ethically.	

UNIT	ASS ITEM	MODE	Aspects of the Achievement Standard – TECHNOLOGY (DIGITAL)					
			Students explain the fundamentals of digital system components (hardware, software and networks) and how digital systems are connected to form networks.	Explain how digital systems use whole numbers as a basis for representing a variety of data types.	Define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems.	Incorporate decision-making, repetition and user interface design into their designs and implement their digital solutions, including a visual program.	Explain how information systems and their solutions meet needs and consider sustainability.	Manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols.
YEAR A (EVEN YEARS)								
1.a) Exploring Digital Systems	Explain how digital systems connect together to form a network	*Portfolio*						
1.b) Creating Amazing Games	Create a game using visual programming	*Portfolio*						
YEAR B (ODD YEARS)								
2.a) Exploring Information Systems	• Explain how information systems meet local and community needs • Represent a variety of data types in digital systems	*Portfolio*						
2.b) Creating Interactive Spreadsheets	Creating interactive spreadsheets and share information ethically	*Portfolio*						

THE ARTS (ACARA – C2C v8)
YEAR A (EVEN YEARS)
Students will complete 1 unit per Semester on a rotational basis through the year

Unit	Outline	Assessment	Risk Assessment &/or Excursion
1. Media – Light and Shadow (U1)	In this unit, students shape time and space to explore representations in media art forms. Students will: • explore how media artists control form, light and shadow to suggest ideas and point of view about an aspect of their community • experiment with media technology and collaborative production processes (film, photography, editing, lighting, video and special effects, sound and text) to create an aesthetic media arts production • present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions, movement and lighting • explain how the elements of media arts and story principles communicate meaning through comparison of media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.	**Collection of Work** Students will explore the work of media artists and collaborate to create a stop motion animation using light and shadow to communicate mood and point of view for an audience. Assessment will gather evidence of the student's ability to: • explain how points of view, ideas and stories are shaped and portrayed in media artworks they make and share • explain how points of view, ideas and stories are shaped and portrayed in media artworks they view • explain the purposes and audiences for media artworks made in different cultures, times and places • work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movements and lighting.	
2. Dance – Symmetry and Dance (U1)	In this unit students respond to, choreograph and perform dance that uses symmetry as a stimulus to communicate a theme (meaning). Students will: • explore movement and choreographic devices, using the elements of dance to structure dances that express ideas about symmetry including individual shapes and group formations • develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination • perform dance using expressive skills to communicate a choreographer's ideas on symmetry • explain how the elements of dance and production elements communicate ideas about symmetry by comparing dances from different social, cultural and historical contexts.	**Collection of Work** Students will respond to, choreograph and perform dance that uses symmetry as a stimulus to communicate a theme. Assessment will gather evidence of the student's ability to: • explain how the elements of dance, choreographic devices and production elements communicate meaning about symmetry in dances they make, perform and view • describe characteristics of symmetry in dances from different social, historical and cultural contexts that influence their dance making • structure movements in dance sequences and use the elements of dance and choreographic devices, using the stimulus of symmetry to make dances that communicate meaning • work collaboratively to perform dances using the stimulus of symmetry for audiences, demonstrating technical and expressive skills.	

UNIT	ASS ITEM	MODE	Aspect of Achievement Standard – THE ARTS																		
			Dance	Students explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view.	Describe characteristics of dances from different social, historical and cultural contexts that influence their dance making.	Structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that communicate meaning.	Work collaboratively to perform dances for audiences, demonstrating technical and expressive skills.	**Drama**	Explain how dramatic action and meaning is communicated in drama they make, perform and view.	Explain how drama from different cultures, times and places influences their own drama making.	Work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, play-building and performances of devised and scripted drama for audiences.	**Media**	Explain how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view.	Explain the purposes and audiences for media artworks made in different cultures, times and places.	Work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting.	**Visual Arts**	Explain how ideas are represented in artworks they make and view.	Describe the influences of artworks and practices from different cultures, times and places on their art making.	Use visual conventions and visual arts practices to express a personal view in their artworks.	Demonstrate different techniques and processes in planning and making artworks.	Describe how the display of artworks enhances meaning for an audience.
1	Media – Light and Shadow	***Collection of work***																			
2	Dance – Symmetry and Dance	***Collection of work***																			

THE ARTS (ACARA – C2C v8)
YEAR B (ODD YEARS)
Students will complete 1 unit per Semester on a rotational basis through the year

Unit	Outline	Assessment	Risk Assessment &/or Excursion
1. Visual Arts – The Animal Within (U1)	In this unit, students will focus on representation of animals as companion, metaphor, totem and predator. Students will: • explore and explain the representation of values and beliefs in sculptural artworks by artists including Aboriginal and Torres Strait Islander peoples and Asian artists and consider this in the development of their own artworks • experiment with and use visual conventions and practices (ceramic sculpture, collage, surface manipulation, 3-dimensional form, mixed media) in research and development of individual artworks which express a personal view • plan the presentation of sculptural animals to enhance meaning for audience with description of influence and personal view • compare visual art conventions and the representation of animals in 3-dimensional artworks from different cultures, times and places and use art terminology to explain the communication of meaning.	**Collection of Work** Students will explore artist's use of animal representations and relationship to environment as inspiration for a sculptural artwork. Assessment will gather evidence of the student's ability to: • explain how ideas are represented in artworks they view • describe the influences of artworks and practices from different cultures, times and places on their art making • use visual conventions and visual arts practices to express a personal view in their artworks • demonstrate different techniques and processes in planning and making artworks • describe how the display of artworks enhances meaning for an audience.	
2. Drama – My Hero (U2)	In this unit, students make and respond to drama by exploring drama from different cultures, time and places in Europe and North America as stimulus. Students will: • explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama around ideas related to the interconnections between people and the environment to develop characters and situations • develop skills and techniques of voice and movement to create character, mood and atmosphere, and focus dramatic action • rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories (including those of Europe and North America) and engage an audience • explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts.	**Collection of Work** Students devise, perform and respond to drama based on the style of melodrama. Assessment will gather evidence of the student's ability to: • explain how dramatic action and meaning is communicated in drama they make, perform and view from other cultures and countries • explain how drama from different cultures (including Europe and North America), times and places influences their own drama making • work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, playbuilding and performances of devised and scripted drama about other countries and cultures for audiences.	

UNIT	ASS ITEM	MODE	Aspect of Achievement Standard – THE ARTS																		
			Dance	Students explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view.	Describe characteristics of dances from different social, historical and cultural contexts that influence their dance making.	Structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that communicate meaning.	Work collaboratively to perform dances for audiences, demonstrating technical and expressive skills.	**Drama**	Explain how dramatic action and meaning is communicated in drama they make, perform and view.	Explain how drama from different cultures, times and places influences their own drama making.	Work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, play-building and performances of devised and scripted drama for audiences.	**Media**	Explain how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view.	Explain the purposes and audiences for media artworks made in different cultures, times and places.	Work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting.	**Visual Arts**	Explain how ideas are represented in artworks they make and view.	Describe the influences of artworks and practices from different cultures, times and places on their art making.	Use visual conventions and visual arts practices to express a personal view in their artworks.	Demonstrate different techniques and processes in planning and making artworks.	Describe how the display of artworks enhances meaning for an audience.
1	Visual Art – The animal within	***Collection of work***																			
2	Drama – My Hero	***Collection of work***																			

THE ARTS – MUSIC (DHSS & C2C V8) – 2 year program

Topic & Outline		Terms	Assessment
Rhythm and Metre • Beat • Rhythm • Ta, Ti Ti, Za, Tika Tika, Too, Ti Tika, Tika Ti • 2m 3m 4m	**Form** • Canon • Introduction Rondo • Verse and Chorus • Repeat signs	1 - 4	Monitoring of the individual progress of students using checklists.
Pitch and Melody • *S, l, drm, sl, d'* • Pentatonic scale • Ext pentatonic scale • Letter names on the staff	**Expression** • Fast/slow • *Piano (p) / forte (f)* • *Pianissimo / fortissimo* • *Mezzopiano / mezzoforte* • Crescendo / decrescendo • Staccato / legato		
Instruments • Untuned Percussion • Xylophones • Recorders C, D, E, G, A, B, C', D'	**CHOIR** For students wishing to participate.		
Partwork • Beat and Rhythm • Rhythmic Ostinato • Melodic Ostinato • Rhythmic and Melodic Accompaniment • Rhythmic and Melodic Canons (4 parts) • Partner Songs	**INSTRUMENTAL MUSIC** For students learning an instrument. Many of these students also participate in stage/concert band.		