



Term One Unit Overviews

“Working together to ensure that every day, in every classroom, every student is learning and achieving”

| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------|---|---|--|---|--|--|---|
| English | <p><u>Exploring our new world</u> Students listen to and read texts to explore predictable text structures and common visual patterns in a range of literary and non-literary texts, including fiction and non-fiction books and everyday texts. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations and routines and transitions.</p> | <p><u>Exploring emotion in picture books</u> Students listen to, read, view and interpret a range of written picture books, including stories from Aboriginal and Torres Strait Islander cultures. They identify emotive content and justify their interpretations of the stories. Students respond to imaginative stories making connections between personal experiences and the text.</p> | <p><u>Exploring plot and characterisation in stories</u> In this unit, students explore a variety of stories, including Dreaming picture books, traditional tales and digital texts, to explore how stories use plot and characterisation to entertain and engage an audience. Students create a narrative with appropriate images that match the text. <u>Exploring narrative texts</u> In this unit, students read, view and listen to a range of stories from other cultures.</p> | <p><u>Analysing and creating persuasive texts</u> Students read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience. They use this language to create their own persuasive texts.</p> | <p><u>Examining Narrative Structures</u> Students read and examine a range of narrative texts and analyse the language features and techniques used by the author. They create a new short story as a narrative for a young audience.</p> | <p><u>Narrative Development</u> In this unit, students will listen to, read and interpret a novel, <i>Fantastic Mr Fox</i>, and then write a short story that contains a plot to steal, rescue, find, win or pay back (revenge). The students' characters should be animals that have human qualities. The story is to be written from the main character's perspective including a plot and setting.</p> | <p><u>Investigating Short stories</u> 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. <u>Writing a short story</u> 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 editorial choices.</p> |
| Maths | <ul style="list-style-type: none"> counting understanding of numbers to 10 place value representing quantities sorting and patterning location and transformation comparing & ordering numbers | <ul style="list-style-type: none"> numbers to 100 patterning skip counting - 2, 5, 10 addition problems exploring subtraction part- whole relationships tell time to the hour months, weeks days & hours choose simple questions and gather responses collecting data- objects days of the week position & movement | <ul style="list-style-type: none"> numbers to 1000 addition & subtraction mental & written strategies multiplication as arrays, groups & patterns monthly and seasonal data informal units and measurement chance of likely, unlikely, certain & impossible events | <ul style="list-style-type: none"> number patterns with addition & subtraction odd & even numbers place value to 10 000 addition & subtraction single digit addition facts money & change length, mass & capacity time to the minute grid maps identify angles as a measure of turn | <ul style="list-style-type: none"> place value of numbers up to tens of thousands odd & even numbers multiplication facts (2, 3, 4 5, 10) equivalent fractions (halves, quarters & thirds) multiplication number patterns time | <ul style="list-style-type: none"> revision of conceptual knowledge factors & multiples estimation, rounding, mental & written strategies operations measurement representing fractions NAPLAN preparation- problem solving strategies | <ul style="list-style-type: none"> prime, composite, square & triangular numbers mental & written strategies - four operations fractions with related denominators units of length, mass & capacity prisms & pyramids. add & subtract decimals whole numbers, fractions & decimals data presentations |

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| Science | <p><u>Our living world</u></p> <p>Students will investigate the needs of living things. They develop the understanding that the survival of all living things is reliant on basic needs being met.</p> | <p><u>Spot the Difference</u></p> <p>Students will investigate how everyday materials can be physically changed in a variety of ways.</p> | <p><u>All Mixed Up</u></p> <p>Students will explore how different materials can be combined for a particular purpose.</p> | <p><u>Melting Moments</u></p> <p>Students will investigate how a change of state between a solid and liquid can be caused by adding or removing heat.</p> | <p><u>Magnetic Moves</u></p> <p>Students will describe how forces can be exerted by one object on another through direct contact or from a distance.</p> | <p><u>Light Shows</u></p> <p>Students examine how light from a source forms shadows and can be absorbed, reflected and refracted.</p> | <p><u>It's Electrifying</u></p> <p>Students investigate how electrical energy can be transferred and transformed in electrical circuits and can be generated from a range of sources.</p> |
| Humanities and Social Sciences | <p><u>My family history</u></p> <p><i>Inquiry question: What is my history and how do I know?</i></p> <p>Students:</p> <ul style="list-style-type: none"> explore the nature and structure of families identify their own personal history, particularly their own family backgrounds and relationships examine diversity within their family and others investigate familiar ways family and friends commemorate past events that are important to them recognise how stories of families and the past can be communicated through sources that represent past events present stories about personal and family events in the past that are commemorated. | <p><u>My changing life</u></p> <p><i>Inquiry question: How has my family and daily life changed over time?</i></p> <p>Students:</p> <ul style="list-style-type: none"> explore family structures and the roles of family members over time recognise events that happened in the past may be memorable or have personal significance identify and describe important dates and changes in their own lives compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences respond to questions about the recent past sequence and describe events of personal significance using terms to describe the passing of time examine sources, such as images, objects and family stories, that have personal significance share stories about the past. | <p><u>Present connections to places</u></p> <p><i>Inquiry questions: How are people connected to their place and other places?</i></p> <p>Students:</p> <ul style="list-style-type: none"> draw on representations of the world as geographical divisions and the location of Australia recognise that each place has a location on the surface of the Earth, which can be expressed using direction and location of one place from another identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or region-of-the-world scale understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world, and that these connections are influenced by purpose, distance and accessibility represent connections between places by constructing maps and using symbols examine geographical information and data to identify ways people, including Aboriginal and Torres Strait Islander people, are connected to places and factors that influence those connection respond with ideas about why significant places should be preserved and how people can act to preserve them | <p><u>Our unique communities</u></p> <p><i>Inquiry question: How do people contribute to their unique communities?</i></p> <p>Students:</p> <ul style="list-style-type: none"> identify individuals, events and aspects of the past that have significance in the present identify and describe aspects of their community that have changed and remained the same over time explain how and why people participate in and contribute to their communities identify a point of view about the importance of different celebrations and commemorations to different groups pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions sequence information about events and the lives of individuals in chronological order communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms. | <p><u>Early exploration and settlement</u></p> <p><i>Inquiry question: What were the short- and long-term effects of European settlement?</i></p> <p>Students:</p> <ul style="list-style-type: none"> identify and explore the diversity of different groups within their local community consider how personal identity is shaped by aspects of culture, and by the groups to which they belong examine the purpose of laws and distinguish between rules and laws make connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australia by the British investigate the experiences of British explorers, convicts, settlers and Australia's first peoples, and the impact colonisation had on the lives of different groups of people analyse the experiences of contact between Australia's first peoples and others, and the effects these interactions had on people and the environment draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were and continue to be affected by British colonisation and the enactment of law of terra nullius. | <p><u>People and the environment</u></p> <p><i>Inquiry question: How do people and environments influence one another?</i></p> <p>Students investigate:</p> <ul style="list-style-type: none"> the characteristics of places in Europe and North America and the location of their major countries in relation to Australia the human and environmental factors that influence the characteristics of places and the interconnections between people and environments the impact of human actions on the environmental characteristics of places in two countries in Europe and North America how to complete maps using cartographic conventions the language used to describe the relative location of places at a national scale how to represent and interpret data to identify simple patterns, trends, spatial distribution, infer relationships and draw conclusions. | <p><u>Australia in the past</u></p> <p><i>Inquiry question: How have key figures, events and values shaped Australian society, its system of government and citizenship?</i></p> <p>Students:</p> <ul style="list-style-type: none"> the human 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 present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials. |
| Design Technology | <p><u>Design a Garden</u></p> <p>Students will work together to design and create a class garden.</p> | <p><u>Musical Instrument</u></p> <p>Students will select the most appropriate materials for the construction of a musical instrument that makes sound and explain the reason for their choice.</p> | <p><u>Push-Pull Toy</u></p> <p>Students will design and create a toy that moves with push-pull forces. Students will justify their choice of materials.</p> | <p><u>Solar Oven</u></p> <p>Students will design and create a solar oven that heats up enough to melt the chocolate on the S'mores. Students will evaluate the effectiveness of their design.</p> | <p><u>Magnetic Game</u></p> <p>Students will invent a game using magnetic force. The game also needs to be interesting and fun, sturdy, safe and have a low impact on the environment.</p> | <p><u>Rover Challenge</u></p> <p>Students will design and create a model Mars Rover using EV3 robots. The design must not use wheels yet be able to handle the rocky surfaces of Mars.</p> | <p><u>Safe Shelter</u></p> <p>This task involves the creative use of materials to construct a model of a safe shelter. The shelter must be strong enough to withstand a volcanic eruption.</p> |

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| Music | Introduction to: <ul style="list-style-type: none"> beat recognition speaking and singing voice tempo pitch rhythmic patterns- ta, ti-ti, za | Introduction to: <ul style="list-style-type: none"> rhythmic ostinato phrases- same and different solfa- so, me bar lines rhythmic patterns- ta, ti-ti, za, tica-tica instrument families & associated music- strings, woodwind, brass, percussion | Introduction to: <ul style="list-style-type: none"> rhythmic and melodic ostinatos rhythmic and melodic canon solfa- so, me, la rhythmic patterns- ta, ti-ti, za, tica-tica dynamics & associated music | <ul style="list-style-type: none"> rhythmic and melodic ostinatos solfa- do, re, so, me, la rhythmic patterns- ta, ti-ti, za, tica-tica, ta-a, ta-a-a, ta-a-a-a revise recorder B-A-G form- chorus and verse | <ul style="list-style-type: none"> solfa- do, re, so, me, la rhythmic patterns- ta, ti-ti, za, tica-tica, ta-a, ta-a-a, ta-a-a-a, ti-tica, tica-ti revise recorder and keyboard B-A-G-C –D form- chorus and verse, AABA, ABACA | Extension and reinforcement of: <ul style="list-style-type: none"> 6/8 rhythmic patterns & recorder repertoire 2 part playing sharps and flats form- chorus and verse, AABA, ABACA Introduction to: <ul style="list-style-type: none"> form- strophic | Introduction to: <ul style="list-style-type: none"> rudimentary composition through the use of melodic movements application to ABACA written compositions performed to peers on chosen instrument oral dictation assessment |
| HPE | <ul style="list-style-type: none"> <i>making healthy choices</i> fine and gross motor skills basic locomotor skills fundamental movement skills | <ul style="list-style-type: none"> <i>personal safety</i> basic locomotor skills fundamental movement skills | <ul style="list-style-type: none"> <i>the 5 food groups</i> swimming fundamental movement skills | <ul style="list-style-type: none"> <i>physical, social and emotional well being</i> swimming fundamental movement skills | <ul style="list-style-type: none"> <i>be cyberwise</i> swimming sports skills | <ul style="list-style-type: none"> <i>all systems go</i> swimming sports skills | <ul style="list-style-type: none"> <i>health promotion campaign</i> swimming sports skills |
| LOTE | | | | | <u>Introducing Myself</u> <ul style="list-style-type: none"> greetings numbers colours days & months questions and answers about oneself | <u>Number Know-How & Shopping</u> <ul style="list-style-type: none"> all about numbers money shopping | <u>Sport and Hobbies</u> <ul style="list-style-type: none"> sports hobbies leisure activities |
| ICT Expecta | <ul style="list-style-type: none"> turn computer on/off use icons to locate or generate required information | <ul style="list-style-type: none"> turn computer on/off logging on cyber safety <i>Paint</i> | <ul style="list-style-type: none"> logging on cyber safety <i>Microsoft Word</i> | <ul style="list-style-type: none"> log on/ log off word processing safe web navigation | <ul style="list-style-type: none"> log on/ log off save/retrieve data apply editing strategies to word documents | <ul style="list-style-type: none"> cyber safety use graphic and audio visual software to record ideas | <ul style="list-style-type: none"> cyber safety social media – understand positive and negative impacts |
| Special Events (incursions/ excursions/ camps) | <ul style="list-style-type: none"> Visual Art Program ICC Waste Education QT Photographs Life Education Van Start Smart incursion Clean up school day Say No to Bullying Day P-6 Term One Disco Interhouse cross country carnival Firefighters incursion Easter Bonnet Parade | <ul style="list-style-type: none"> Life Education Van Start Smart incursion Clean up school day Say No to Bullying Day P-6 Term One Disco Interhouse cross country carnival Firefighters incursion Easter Bonnet Parade | <ul style="list-style-type: none"> Life Education Van Start Smart incursion Clean up school day Say No to Bullying Day P-6 Term One Disco Easter Bonnet Parade Interhouse cross country carnival | <ul style="list-style-type: none"> Life Education Van Start Smart incursion Clean up school day Say No to Bullying Day P-6 Term One Disco Interhouse cross country carnival | <ul style="list-style-type: none"> Student Council Elections Life Education Van Start Smart incursion Clean up school day Say No to Bullying Day P-6 Term One Disco Interhouse cross country carnival | <ul style="list-style-type: none"> Student Council Elections Start Smart incursion Life Education Van Clean up school day Say No to Bullying Day Interhouse cross country carnival P-6 Term One Disco Science & Museum excursion | <ul style="list-style-type: none"> Student Council Elections House Captain Elections Peacekeepers Clean up school day Start Smart incursion Year 6 T-shirt order Say No to Bullying Day P-6 Term One Disco Interhouse cross country carnival |