



Term Two 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>Enjoying and retelling stories</u></p> <p>Students will listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain through retelling events. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations, and routines and transitions. Students will sequence events from a range of texts and select a favourite story to retell to a small group of classmates. They will prepare for their spoken retelling by drawing events in sequence and writing simple sentences.</p>	<p><u>Creating procedural texts</u></p> <p>Students listen to, read, view and interpret traditional texts, to explore the language and text structures of procedure in imaginative and informative contexts. Students create a procedure from a literary context.</p>	<p><u>Exploring characters</u></p> <p>Students read, view and listen to a variety of texts to explore how characters are represented in print and images. Students identify character qualities in texts. They create an alternative character description. Students present their alternative character description to an audience of peers.</p> <p><u>Responding persuasively to narratives</u></p> <p>Students read, view and listen to a variety of literary texts to explore how language and images are used to persuade audiences. Students compare how the visual representations of a character are depicted differently in two publications of the same story and write a persuasive response giving reasons for a particular preference.</p>	<p><u>Investigating characters</u></p> <p>Students listen to, view and read a short narrative, a digital book and a novel to explore authors' use of descriptive language in the construction of characters. They complete a reading log that analyses characters from the novel. Students read an extract from the novel and answer questions using comprehension strategies to build literal and inferred meaning of the text. They write a short imaginative narrative based on a familiar theme.</p> <p><u>Exploring personal experiences through events</u></p> <p>Students explore a literary text that deals with an ethical situation. They make inferences about characters' feelings and use comprehension strategies to answer questions about the text. They write a persuasive letter that links to the literary text.</p>	<p><u>Examining traditional stories from Asia</u></p> <p>Students read and analyse traditional stories from Asia. They will demonstrate understanding by identifying structural and language features, finding literal and inferred meaning and explaining the message or moral in traditional stories from Asia. Students will plan and write a traditional story which includes a moral for a younger audience.</p> <p><u>Understanding Aboriginal peoples' and Torres Strait Islander peoples' stories</u></p> <p>Students listen to, read and view information and stories from Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. They demonstrate an understanding of the stories by responding in speaking and writing, identifying language features, ideas, relationships and messages in the stories.</p>	<p><u>Appreciating & responding to poetry</u></p> <p>In this unit, students will listen to, read and view a range of poems, songs and odes from different times, to create a folio of responses analysing authors' use of language and its impact on the message and ideas of text. 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 presentation. Students will take photographs and use MovieMaker to assist with the creation of the poem.</p>	<p><u>Examining advertising in the media</u></p> <p>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.</p>
Maths	<ul style="list-style-type: none"> counting understanding numbers to 10 length comparing and sorting shapes place value number & place value continuing and creating patterns direction and movement 	<ul style="list-style-type: none"> patterns in number and number lines skip count by 2, 5, 10 simple addition & subtraction length coins 2D & 3D shapes simple fractions money data enquiry and representation 	<ul style="list-style-type: none"> collections to 1000 addition & subtraction number sentences – add & subtract halves, quarters & eighths units- measurement mass- balance scales division- equal sets number patterns 2D & 3D shapes data gathering data display 	<ul style="list-style-type: none"> partition and regroup to 10 000 single digit addition facts unit fractions - $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ 3D objects symmetry in the environment. chance experiments data sources data collection & display 	<ul style="list-style-type: none"> numbers to 99 999 multiplication & division facts odd & even numbers number sequences fractions- halves, thirds & quarters 2D shapes area of regular & irregular shapes angles symmetry patterns data collection, interpretation & analysis 	<ul style="list-style-type: none"> multiplication of large numbers perimeter and area of rectangles 3D shapes & nets chance- outcomes of chance experiments and probabilities appropriate units of measurement for length, area, volume, capacity and mass angle estimation, measurement, comparison & construction estimation and rounding 	<ul style="list-style-type: none"> + & - numbers fractions- quantities order of operations length & area problems data construction & interpretation data represent ions secondary data powers of ten order of operations fractions, decimals & percentage length & area problems

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Science	<p><u>Our material world</u> Students will use their senses to examine familiar objects. They explore the materials of which these objects are made and their properties.</p>	<p><u>Look! Listen!</u> Students will investigate a range of sources that produce light and sounds. They will keep a record of their developing scientific understanding through their sensory explorations of light and sound.</p>	<p><u>Push-Pull</u> Students will examine how a push or a pull affects how an object moves or changes shape. Students then apply this knowledge to explain the movement of a toy they create.</p>	<p><u>Heating Up</u> Students will investigate how heat is produced and the behaviour of heat when it transfers from an object or area to another. They will identify that heat can be observed by touch.</p>	<p><u>Beneath our Feet</u> Students will investigate how Earth's surface changes over time as a result of natural processes and human activity.</p>	<p><u>Earth's Place in Space</u> Students will explore the place of Earth in the solar system and the relationships between components of this system.</p>	<p><u>Earthquake Explorers</u> Students will 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.</p>
History/ Geography	<p><u>My family history</u> <i>Inquiry question: What is my history and how do I know?</i> Students: <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>	<p><u>My changing life</u> <i>Inquiry question: How has my family and daily life changed over time?</i> Students: <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>	<p><u>Present connections to places</u> <i>Inquiry questions: How are people connected to their place and other places?</i> Students: <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>	<p><u>Our unique communities</u> <i>Inquiry question: How do people contribute to their unique communities?</i> Students: <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>	<p><u>Early exploration and settlement</u> <i>Inquiry question: What were the short- and long-term effects of European settlement?</i> Students: <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>	<p><u>Managing Australian communities</u> <i>Inquiry question: How are people and environments managed in Australian communities?</i> Students investigate: <ul style="list-style-type: none"> how places are affected by the interconnection between people, places and environments the influence of people on the human characteristics of places, including how the use of space within a place is organised how laws impact on the lives of people in the present the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management environmental challenges in the form of natural hazards ways in which people respond to a geographical challenge and the possible effects of actions. </p>	<p><u>Australians as citizens</u> <i>Inquiry questions: What does it mean to be an Australian citizen?</i> Students: <ul style="list-style-type: none"> recognise the responsibilities of electors and representatives 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 and solutions to an issue generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others 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 migrated to Australia 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. </p>
Design Technology	<p><u>Design a garden</u> Students will work together to design and create a class garden.</p>	<p><u>Musical Instrument</u> 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> 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> 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> 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> 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> 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	Extension and reinforcement of: <ul style="list-style-type: none"> beat recognition speaking and singing voice tempo pitch rhythmic patterns- ta, ti-ti, za	Extension and reinforcement of: <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 singing and improvising games 	Extension and reinforcement of: <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 – forte, piano, PP & F tone colour create compositions performing new melodies 	Extension and reinforcement of: <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 	Extension and reinforcement of: <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 Introduction to: <ul style="list-style-type: none"> sharps and flats major and minor chords 	Extension and reinforcement of: <ul style="list-style-type: none"> 6/8 rhythmic patterns & recorder repertoire 2 part playing & singing sharps and flats form- chorus and verse, AABA, ABACA, strophic reading and interpreting solfa - do, re, so, me, la 	Introduction to: <ul style="list-style-type: none"> concept and performance of 12 bar blues Rock'n'roll unit <ul style="list-style-type: none"> analysis and recognition of music styles and performers from: <ul style="list-style-type: none"> 1940s 1950s 1960s comparisons to current trends- lyrics, instruments, vocal delivery, staging
HPE	<ul style="list-style-type: none"> making healthy choices fine & gross motor skills fundamental movement skills athletics 	<ul style="list-style-type: none"> personal safety fundamental movement skills athletics 	<ul style="list-style-type: none"> the 5 food groups fundamental movement skills athletics 	<ul style="list-style-type: none"> physical, social and emotional well being fundamental movement skills athletics 	<ul style="list-style-type: none"> dental hygiene sports skills athletics 	<ul style="list-style-type: none"> the human body sports skills athletics 	<ul style="list-style-type: none"> health promotion campaign sports skills athletics
LOTE					My Family <ul style="list-style-type: none"> family members introducing family members describing family 	Weather <ul style="list-style-type: none"> weather types seasons in Germany weather report 	Time <ul style="list-style-type: none"> number revision telling the time 24 hour time times of the day and events
ICT Expecta	<ul style="list-style-type: none"> logging on / logging off participate in collaborative learning objects 	<ul style="list-style-type: none"> logging on / logging off <i>Microsoft Word</i> find website through <i>Favourites</i> mouse control 	<ul style="list-style-type: none"> <i>Microsoft Publisher</i> Safe use of the Internet Find website through <i>Favourites</i> 	<ul style="list-style-type: none"> typing web addresses internet safety <i>Google</i> search touch typing 	<ul style="list-style-type: none"> <i>PowerPoint</i> presentations understands what a search engine is and how to use it 	<ul style="list-style-type: none"> cyber safety send/receive emails to teacher or fellow students 	<ul style="list-style-type: none"> cyber safety <i>MovieMaker</i> webquests
Special Events (incursions/ excursions/ camps)	<ul style="list-style-type: none"> Drama Program- Pantomime ANZAC Day Parade Ipswich Show Day Mother's Day Pamper Brainstorm incursion "The Human Race" School Photos Karalee's Got Talent Under Eights Day Student Council Lunchtime Disco Karalee PRIDE reward day 	<ul style="list-style-type: none"> ANZAC Day Parade Ipswich Show Day Brainstorm incursion "The Human Race" School Photos Karalee's Got Talent Under Eights Day Student Council Lunchtime Disco Karalee PRIDE reward day 	<ul style="list-style-type: none"> ANZAC Day Parade Karalee's Got Talent Ipswich Show Day Lone Pine Sanctuary excursion Brainstorm incursion "The Human Race" School Photos Under Eights Day Student Council Lunchtime Disco Karalee PRIDE reward day 	<ul style="list-style-type: none"> ANZAC Day Parade Karalee's Got Talent NAPLAN Ipswich Show Day School Photos Brainstorm incursion "The Human Race" Laidley Historical Village excursion Student Council Lunchtime Disco Senior Athletics Carnival Karalee PRIDE reward day 	<ul style="list-style-type: none"> ANZAC Day Parade Karalee's Got Talent Ipswich Show Day School Photos Brainstorm incursion "The Human Race" Gold Rush incursion Student Council Lunchtime Disco Senior Athletics Carnival Karalee PRIDE reward day 	<ul style="list-style-type: none"> ANZAC Day Parade Karalee's Got Talent NAPLAN Ipswich Show Day School Photos Brainstorm incursion "The Human Race" Planetarium/ Botanical Gardens excursion Student Council Lunchtime Disco Senior Athletics Carnival Karalee PRIDE reward day 	<ul style="list-style-type: none"> ANZAC Day Parade Karalee's Got Talent School Photos Parliament House incursion Ipswich Show Day Brainstorm incursion "The Human Race" Student Council Lunchtime Disco Senior Athletics Carnival Karalee PRIDE reward day