KARALEE STATE SCHOOL

Term Three 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	**Interacting with others** Students listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge and a range of language features. 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 create a rhyming verse and recite it to a familiar audience. They will listen while others present their rhyme and show knowledge of rhyme by identifying the rhyming words that they have used.	**Exploring characters in stories** Students listen to, read and view a range of picture books. They retell events of a familiar story using text structure and repetition. Students listen to, read, view and interpret spoken, written and multimodal literary texts to identify some features of characters in these texts and to create character descriptions.	**Stories of families and friends** Students explore texts to analyse how stories convey a message about issues that relate to families and friends. Students will write an imaginative new narrative about family relationships and/or friendships for a familiar animal character.	**Examining stories from different perspectives** Students listen to, view, read and compare a range of stories, with a focus on different versions of the same story. They comprehend stories and create spoken retells of stories from alternative perspectives **Examining imaginative texts** In this unit, students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual language features used to suit context, purpose and audience. They create a multimodal imaginative text.	**Examining persuasion in advertisements** Students understand how to recognise and analyse characteristic ideas, language and techniques in advertisements and their impact on the target audience. Students understand how to navigate around a website identifying text, navigation, layout and links, which are used and contribute to the effectiveness of still image advertisements. As a group they take part in a panel discussion about the persuasive techniques used in advertisements. **Examining persuasion in product packaging** Students understand how to use appropriate metalanguage to describe the effects of persuasive techniques used on a breakfast cereal package and report these to peers. Students use word processing software tools to manipulate text and images to create an effective composition and write a text to promote a breakfast cereal.	**Examining literary texts - fantasy** 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.	**Interpreting literary texts "Walking The Boundaries** Students listen to, read and view extracts from literary texts (in particular Jackie French) set in earlier times. They demonstrate their understanding of how the events and characters are created within historical contexts. Students write a letter to a descendant based on the story "Walking the Boundaries" that establishes time and place for the reader and explores personal experiences and advice to future generations. **Drama & Public speaking unit: spoken & gestural aspects** Students will explore and participate in a range of activities to build confidence and to enhance their skills and knowledge of the spoken and gestural aspects of public speaking. To demonstrate their understanding they will prepare, practice and perform a spoken task of their choice to an audience of their peers.
Maths	- comparing and ordering collections - number and place value - measurement- mass & time - number and patterning - data representations and interpretation	- addition and subtraction - knowledge of number - skip count by 2, 5, 10 - one-half - parts of a whole - Australian coins 2D & 3D shapes - language of chance - choose simple questions and gather responses - data with objects and drawings - capacity - chance	- multiplication and division problems - halves, quarters and eighths of collections - Australian coins and notes - chance- likely, unlikely, certain & impossible - shapes - length, area, volume and capacity - mass & balance scales 3D objects - time, seasons and calendars	- place value to 10 000 - multiplication facts of 2, 3, 5 &10 - multiplication facts - related division facts - multiplication problems - multiples of fractions - length, mass and capacity - time units - apply place value to 10 000 - identify data sources	- place value to tens of thousands, tenths, hundredths - multiplication & division facts 0-9 - mental strategies - unknown quantities - money problems - chance - everyday events - data collection, organisation, display & interpretation - equivalent fractions and decimals - length, temperature, mass, capacity - location - scale, legend, direction	- addition and subtraction of fractions (problems) - multiplication and division to find unknown quantities - fractions and decimals on a number line - working with decimals - transformation & symmetry - patterns - time 24 hr patterns - interpreting and displaying data	- multiplication & divisions of decimals - order of operations - percentage discounts - length, mass and capacity problems - volume and capacity - angles - probability using fractions, decimals and percentage - chance experiments - observed frequencies across experiments with expected frequencies

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Science	**Weather watch** Students will use their senses to observe the weather and learn that we can record our observations using symbols. Students explore the daily and seasonal changes in the local environment and understand that weather conditions are not the same for everyone.	**Schoolyard Safari** Students will examine a range of living things to explore links between external features of living things and the environment where their needs are met. They will use this information to predict consequences of environmental change.	**Watch it Grow!** Students will explore how living things grow, change and have offspring similar to themselves. Students will observe the life cycle of mealworms and compare and contrast the life cycles of different animals.	**Feathers, Fur or Leaves?** Students will investigate how living things can be grouped on the basis of observable features and can be distinguished from non-living things.	**Friends or Foes?** Students will investigate the life cycles of living things. Students will explore how living things depend on each other and the environment to survive.	**Desert Survivors** Students will examine the structural features and adaptations that living things have to help them to survive in their environment.	**Marvellous Micro-Organisms** Students will, through the context of a local environment, investigate the relationship between the growth and survival of living things and the physical conditions of their environment. They examine ways in which humans' actions impact on the environment and living things.
Humanities and Social Sciences	**My special places** Inquiry question: *What are places like and what makes them special?* Students: • draw on studies at the personal scale, including places where they live or other places that are familiar to them • understand that a 'place' has features and a boundary that can be represented on maps or globes • recognise that what makes a 'place' special depends on how people view the place or use the place • observe and represent the location and features of places using pictorial maps and models • examine sources to identify ways that people care for special places • describe special places and the reasons they are special to people • reflect on learning to suggest ways they could contribute to the caring of a special place.	**My changing world** Inquiry question: *What are the features of my local places and how have they changed?* Students: • draw on studies at the personal and local scale, including familiar places, for example, the school, local park and local shops • recognise that the features of places can be natural, managed or constructed • identify and describe the natural, constructed and managed features of places • examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places • represent local places using pictorial maps and describe local places using the language of direction and location • respond to questions to find out about the features of places, the activities that occur in places and the care of places • collect and record geographical data and information, such as observations and interviews to investigate a local place • reflect on learning to respond to questions about how features of places can be cared for.	**Impacts of technology over time** Inquiry questions: *How have changes in technology shaped our daily life?* Students: • investigate continuity and change in technology used in the home, for example, in toys or household products • compare and contrast features of objects from the past and present • sequence key developments in the use of a particular object in daily life over time • pose questions about objects from the past and present • describe ways technology has impacted on peoples' lives making them different from those of previous generations • use information gathered for an investigation to develop a narrative about the past.	**Exploring places near and far** Inquiry question: *How and why are places similar and different?* Students: • identify connections between people and the characteristics of places • describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places • interpret data to identify and describe simple distributions and draw simple conclusions • record and represent data in different formats, including labelled maps using basic cartographic conventions. • explain the role of rules in their community and share their views on an issue related to rule-making • describe the importance of making decisions democratically and propose individual action in response to a democratic issue • communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.	**Sustainable use of places** Inquiry question: *How can people use environments more sustainably?* Students: • explore the concept of 'place' with a focus on Africa and South America • describe the relative location of places at a national scale • identify how places are characterised by their environments • describe the characteristics of places, including the types of natural vegetation and native animals • examine the interconnections between people and environment and the importance of environments to animals and people • identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places • investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste • recognise the knowledge and practices of Aboriginal and Torres Strait Islander peoples in regards to places and environment • propose actions for caring for the environment and meeting the needs of people.	**Communities in colonial Australia (1800's)** Inquiry question: *How have individuals and groups in the colonial past contributed to the development of Australia?* Students investigate: • key events related to the development of British colonies in Australia after 1800 • the economic, political and social reasons for colonial developments in Australia after 1800 • aspects of daily life for different groups of people during the colonial period in Australia • the effects that colonisation had on the lives of Aboriginal peoples and on the environment • significant developments and events that impacted on the development of colonial Australia, including the gold rushes and inland exploration • the significance of individuals and groups in shaping the colonies, especially through inland exploration.	**Australia in a diverse world** Inquiry question: *How do places, people and cultures differ across the world?* Students: • 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, patterns and trends in the diverse characteristics of places • present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, communication conventions and discipline-specific terms.

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Digital Technology	**Santa Design** Students design a picture to accompany their letter to Santa, using *Paint*.	**Procedure** Students will create the outline of a procedural text in *Word* and select appropriate images to insert into the document.	**Virtual Character Design** Students use *Scratch* coding to design and create a virtual character in a chosen theme, which includes an action, sound and speech.	**Kumiko and the Dragon** Students will create a digital presentation about *Kumiko and the Dragon* using *PowerPoint*, including illustrations, transitions and music.	**Cereal box template** Students will design, make and appraise a cereal box with a focus on using images and texts to persuade their audience. They will use *Paint*, *WordArt* and image insertion.	**Design a Quiz Game** Students will design a quiz game to challenge their peers' general knowledge. Students will conduct online research then create their quiz using *PowerPoint*. Transitions, hyperlinks appropriate audio and images will be included.	**Moreton Island** Students will create a multimodal digital advertisement based on a holiday destination using *PowerPoint*, including transitions and appropriate audio and images, to be then exported to video file.

Music	Application of:
	• beat recognition
	• speaking and singing voice
	• tempo
	• pitch
	• rhythmic patterns- ta, ti-ti, za
	• singing and improvising games
	• introduce boomwhackers
		Application of:
		• rhythmic ostinato
		• phrases- same and different
		• solfa- so, me
		• bar lines
		• rhythmic patterns- ta, ti-ti, za, tica-tica
		• singing and improvising games
		Introduction to:
		• 2 part canon
		• dynamics – forte & piano
			Extension and reinforcement of:
			• dynamics- crescendo
			• 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 & FF
			• tone colour
			• create compositions
			• performing new melodies
			Introduction to:
			• partner songs
				Extension and reinforcement of:
				• revise recorder B-A-G using more complex finger manipulations & rhythms
				Introduction to:
				• Timbre
				• exposure to cultural music including Aboriginal and Torres Strait Islander, Indian, African & Japanese genres
				• comparisons of cultural music including Aboriginal and Torres Strait Islander, Indian, African & Japanese genres
					• Extension and reinforcement of:
					• 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- F- E
					• form- chorus and verse, AABA, ABACA
					• major and minor chords
					• sharps and flatsreading and interpreting solfa - do, re, so, me, la
						Multiple applications through a variety of repertoire
						• 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
							Rock'n'roll unit
							• analysis and recognition of music styles and performers from:
							   ○ 1970s
							   ○ 1980s
							• comparisons to current trends
							• lyrics, instruments, vocal delivery, staging
							• application of knowledge into a project through various media choices

HPE	• *personal learning* • fine & gross motor skills • athletics • fitness	• *personal safety* • athletics • fitness	• *rules* • athletics • fitness	• *pool rules and safety* • athletics • fitness	• *finding balance* • sports skills • athletics • fitness	• *the human body* • athletics • fitness	• *leadership- a personal perspective* • athletics • fitness
LOTE					**The Body** • parts of the body • descriptions	**Animals** • animal names • pets • description • habitats	**Food and Drink** • German foods • meals • ordering at a restaurant/cafe
ICT	• *Paint* • logging on / logging off • using a mouse • parts of the keyboard	• word processing- cut and paste • touch typing • insert clipart	• touch typing • word processing - copy, paste, font, size	• touch typing • word processing- save as, cut, paste, justification	• use *Google* for information searches • explain why a source of digital information was used or trusted	• pose questions to guide searching for online information • manipulate and combine images, text, video and sound for presentations	• Use tables, charts and graphic organisers such as concept maps • Blog in safe online environment

Special Events (incursions/ excursions/ camps)						
• NAIDOC celebrations • KSS Reading Challenge • Drama Program- Pantomime • National Tree Day • PetPep Talk • Science Week *"Street Science"* • Student Council *Onsie/ PJ Day* • Father's Night • Junior Athletics Carnival • Book Week & Book Fair • Nexus Art Show *"Mana- The Big Samba"* • PETPEP Talk • Book Week Dress Up & Disco	• NAIDOC celebrations • KSS Reading Challenge • National Tree Day • Science Week *"Street Science"* • Student Council *Onsie/ PJ Day* • Planetarium excursion • Book Week & Book Fair • Junior Athletics Carnival • Planetarium excursion • Nexus Art Show *"Mana- The Big Samba"* • Book Week Dress Up & Disco	• NAIDOC celebrations • KSS Reading Challenge • National Tree Day • Science Week *"Street Science"* • Student Council *Onsie/ PJ Day* • Fire Safety House • Book Week & Book Fair • Junior Athletics Carnival • Nexus Art Show *"Mana- The Big Samba"* • Book Week Dress Up & Disco	• NAIDOC celebrations • KSS Reading Challenge • National Tree Day • Science Week *"Street Science"* • Student Council *Onsie/ PJ Day* • Book Week & Book Fair • Nexus Art Show *"Mana- The Big Samba"* • Book Week Dress Up & Disco • Year 3 overnight school camp	• NAIDOC celebrations • Winter Interschool Sports • KSS Reading Challenge • National Tree Day • Science Week *"Street Science"* • Student Council *Onsie/ PJ Day* • Book Week & Book Fair • Nexus Art Show *"Mana- The Big Samba"* • Book Week Dress Up & Disco • Year 4 Camp- Currimundi	• NAIDOC celebrations • Winter Interschool Sports • KSS Reading Challenge • National Tree Day • Science Week *"Street Science"* • Student Council *Onsie/ PJ Day* • Senior athletics carnival • Book Week & Book Fair • Nexus Art Show *"Mana- The Big Samba"* • Planetarium/ Botanical Gardens excursion • Book Week Dress Up & Disco	• NAIDOC celebrations • Winter Interschool Sports • KSS Reading Challenge • Public Speaking • National Tree Day • Science Week *"Street Science"* • Student Council *Onsie/ PJ Day* • Life Education incursion • Maths Teams Challenge • Book Week & Book Fair • Nexus Art Show *"Mana- The Big Samba"* • Sea World Excursion • Book Week Dress Up & Disco