



Term Four 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>Responding to text Students will have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students will create a short imaginative multimodal text that includes illustrations. 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>Creating procedural texts 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>Exploring plot and characterisation in stories 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. Students present their written event to their peers.</p> <p>Exploring narrative texts In this unit, students read, view and listen to a range of stories from other cultures.</p>	<p>Engaging with poetry Students listen to, read, view and adapt poems featuring an Australian setting. They analyse texts by exploring the context, purpose and audience and how language features and devices can be adapted to create new meaning. They write and present a poem.</p>	<p>Persuasive “Change for the Better” Students will examine the language features of persuasive writing and will create convincing arguments on a topic of their choice.</p>	<p>Exploring and reviewing narrative and narrative film Students will listen to, read and view films and novels to create a written comparison of a novel and the film version of the novel. Students listen to and view narrative films and spoken, written and digital movie reviews to create a written movie review of a chosen film expressing and justifying opinion.</p>	<p>Comparing texts 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.</p> <p>Public speaking unit: written and persuasive aspects In this unit, students will explore and participate in a range of activities to build confidence and to enhance their skills and knowledge of the written aspects of public speaking. To demonstrate their understanding they will prepare, practice and perform a two minute public persuasive speech to an audience of their peers combining the three aspects of speaking.</p>
Maths	<ul style="list-style-type: none"> number and place value describe, compare and name shapes representing practical situations to model addition and sharing direct & indirect units of measure for comparing length, mass and volume data representations and interpretation 	<ul style="list-style-type: none"> number subtraction & addition one-half of a whole length & capacity time to the half-hour months, weeks, days & hours days of the week coin comparison directions to familiar locations chance- outcomes of familiar events simple responses to questions data representation 	<ul style="list-style-type: none"> addition & subtraction , multiplication & division halves, quarters & eighths 2D & 3D shapes maps- familiar locations geometrical & spatial reasoning – 2D & 3D shapes, flips, slides. 	<ul style="list-style-type: none"> partition & regroup to 10 000 multiplication problems money transactions to nearest five cents shapes & symmetry & angles of turn features- 3D objects simple grid maps shapes , symmetry & angles 	<ul style="list-style-type: none"> place value to tens of thousands multiplication & division word problems area of regular & irregular shapes volume everyday chance events 	<ul style="list-style-type: none"> addition & subtraction problem solving of fractions chance & probability simple financial plans grid references for locations & use directional language percentages decimals place value to 1/1000 	<ul style="list-style-type: none"> strategies for all four operations percentage discounts order of operations volume & capacity timetables translations, reflections & rotations cartesian coordinates - all four quadrants chance experiments to make predictions of likely outcomes

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Science	<p><u>I like to move it, move it</u> Students will examine how things move. They draw conclusions about the factors influencing that movement.</p>	<p><u>Up, Down & All Around</u> Students will compare and describe the changes that occur in the features of the day sky and landscape with the night sky and landscape. Students ask questions and explore understandings about what they observe.</p>	<p><u>Water Works</u> Students will investigate ways the Earth's resources can be used and managed. They will identify actions to conserve these resources.</p>	<p><u>Night and Day</u> Students will examine how the Earth's rotation on its axis causes regular changes, including night and day.</p>	<p><u>Material World</u> In this unit students will investigate the range of physical properties of natural and processed materials that can influence their use.</p>	<p><u>What's the Matter?</u> Students will broaden their classification of matter to include gases and begin to see how matter structures the world around them. They investigate the observable properties and behaviour of solids, liquids and gases.</p>	<p><u>Change Detectives</u> Students will investigate how changes to materials can be reversible or irreversible.</p>
Humanities and Social Sciences	<p><u>My special places</u> Inquiry question: <i>What are places like and what makes them special?</i> Students: <ul style="list-style-type: none"> 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. </p>	<p><u>My changing world</u> Inquiry question: <i>What are the features of my local places and how have they changed?</i> Students: <ul style="list-style-type: none"> 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. </p>	<p><u>Impacts of technology over time</u> Inquiry questions: <i>How have changes in technology shaped our daily life?</i> Students: <ul style="list-style-type: none"> 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. </p>	<p><u>Exploring places near and far</u> Inquiry question: <i>How and why are places similar and different?</i> Students: <ul style="list-style-type: none"> 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. </p>	<p><u>Sustainable use of places</u> Inquiry question: <i>How can people use environments more sustainably?</i> Students: <ul style="list-style-type: none"> 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. </p>	<p><u>Participating in Australian Communities</u> Inquiry question: <i>How have people enacted their values and perceptions about their community, other people and places, past and present?</i> Students investigate: <ul style="list-style-type: none"> the key values of Australia's liberal democratic system of government, particularly the values of freedom, equality, fairness and justice significant past developments, events, individuals and groups that impacted on the development law and democracy in Australia, particularly the Eureka Stockade and Peter Lalor representative democracy and voting processes in Australia how laws impacted on the lives of people in the past. </p>	<p><u>Australia's global connections</u> Inquiry question: <i>How do Australia's global connections influence my role as a global citizen?</i> Students: <ul style="list-style-type: none"> 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 data and 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. </p>

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Digital Technology	<p><u>Santa Design</u> Students design a picture to accompany their letter to Santa, using <i>Paint</i>.</p>	<p><u>Procedure</u> Students will create the outline of a procedural text in <i>Word</i> and select appropriate images to insert into the document.</p>	<p><u>Virtual Character Design</u> Students use <i>Scratch</i> coding to design and create a virtual character in a chosen theme, which includes an action, sound and speech.</p>	<p><u>Kumiko and the Dragon</u> Students will create a digital presentation about <i>Kumiko and the Dragon</i> using <i>PowerPoint</i>, including illustrations, transitions and music.</p>	<p><u>Cereal box template</u> Students will design, make and appraise a cereal box with a focus on using images and texts to persuade their audience. They will use <i>Paint</i>, <i>WordArt</i> and image insertion.</p>	<p><u>Design a Quiz Game</u> Students will design a quiz game to challenge their peers' general knowledge. Students will conduct online research then create their quiz using <i>PowerPoint</i>. Transitions, hyperlinks appropriate audio and images will be included.</p>	<p><u>Moreton Island</u> Students will create a multimodal digital advertisement based on a holiday destination using <i>PowerPoint</i>, including transitions and appropriate audio and images, to be then exported to video file.</p>
Music	<p>Multiple applications through a variety of repertoire</p> <ul style="list-style-type: none"> beat recognition speaking and singing voice tempo pitch rhythmic patterns- ta, ti, ti, za singing and improvising games including Aboriginal and Torres Strait Island songs boomwhackers 	<p>Multiple applications through a variety of repertoire</p> <ul style="list-style-type: none"> rhythmic ostinato phrases- same and different solfa- so, me bar lines rhythmic patterns- ta, ti, za, tica-tica singing and improvising games 2 part canon dynamics – forte & piano 	<p>Multiple applications through a variety of repertoire</p> <ul style="list-style-type: none"> dynamics- crescendo rhythmic and melodic ostinatos rhythmic and melodic canon solfa- so, me, la rhythmic patterns- ta, ti, za, tica-tica dynamics & associated music – forte, piano, PP & FF tone colour create compositions performing new melodies partner songs <p>Introduction to:</p> <ul style="list-style-type: none"> recorder B-A-G 	<p>Multiple applications through a variety of repertoire</p> <ul style="list-style-type: none"> recorder B-A-G using more complex finger manipulations & rhythms <p>Introduction to:</p> <ul style="list-style-type: none"> reading and interpreting solfa - do, re, so, me, la recorder C- D 	<p>Introduction to:</p> <ul style="list-style-type: none"> 6/8 rhythmic patterns 2 part playing rudimentary drumming patterns & techniques 	<p>Multiple applications through a variety of repertoire</p> <ul style="list-style-type: none"> recorder B-A-G using more complex finger manipulations & rhythms <p>Introduction to:</p> <ul style="list-style-type: none"> reading and interpreting solfa - do, re, so, me, la recorder C- D 	<p>Multiple applications through a variety of repertoire</p> <ul style="list-style-type: none"> Ukulele <p>Culminating Music Experience & Performance</p> <ul style="list-style-type: none"> lip synchronisation- costumes, movement, team work, presentation, audience engagement class competition
HPE	<ul style="list-style-type: none"> personal learning fine and gross motor skills fundamental movement skills dance 	<ul style="list-style-type: none"> pool safety personal safety fundamental movement skills swimming 	<ul style="list-style-type: none"> rules fundamental movement skills swimming 	<ul style="list-style-type: none"> pool rules and safety fundamental movement skills swimming 	<ul style="list-style-type: none"> what does it mean to be a team member? sports skills swimming 	<ul style="list-style-type: none"> the human body sports skills swimming 	<ul style="list-style-type: none"> leadership- a personal perspective sports skills swimming
LOTE					<p><u>Clothing</u></p> <ul style="list-style-type: none"> describing clothing differences between Germany & Australia traditional German dress 	<p><u>School</u></p> <ul style="list-style-type: none"> classroom objects subjects school in Germany 	<p><u>Houses</u></p> <ul style="list-style-type: none"> house types where one lives rooms furniture

ICT Expectations	<ul style="list-style-type: none"> Logging on / logging off Parts of the keyboard <i>Paint</i> Word processing -bold, italics, underline, font size and style 	<ul style="list-style-type: none"> Font, colour, page colour Typing – using two hands, knowing where keys are located 	<ul style="list-style-type: none"> Using green screen Page layout (portrait, landscape) Typing – using two hands, knowing where keys are located 	<ul style="list-style-type: none"> Green screen (insert a photo and remove background) <i>PowerPoint</i> (inserting pages, background colour, slide transition) Internet navigation 	<ul style="list-style-type: none"> Use emails to read and post electronic messages Edit audio and video for presentations and story-telling 	<ul style="list-style-type: none"> understand the dangers of providing personal information; recognising and reporting cyber bullying manage and maintain data on different storage mediums – locally and on networks 	<ul style="list-style-type: none"> understand differences in the characteristics, features and use of <i>Skype</i> compared with blogs or wikis list all sources, authors' names and URLs of information used
Special Events (incursions/ excursions/ camps)	<ul style="list-style-type: none"> KSS Reading Challenge Visual Arts Program Swim Lessons commence Student Council Free Dress Day P&C Colour Run Grandparent's Day World Teachers' Day Day for Daniel P&C Colour Run Remembrance Day Whole School Reward Prep Christmas Concert Term 4 Disco 	<ul style="list-style-type: none"> KSS Reading Challenge Student Council Free Dress Day World Teachers' Day Day for Daniel P&C Colour Run Remembrance Day Whole School Reward Year One plays Junior Swimming Carnival Santa Show Term 4 Disco 	<ul style="list-style-type: none"> KSS Reading Challenge Student Council Free Dress Day IWS- "<i>What a Waste</i>" World Teachers' Day Day for Daniel P&C Colour Run Remembrance Day Junior Swimming Carnival Whole School Reward Term 4 Disco 	<ul style="list-style-type: none"> KSS Reading Challenge Student Council Free Dress Day Year 3 Bicycle Day World Teachers' Day Day for Daniel P&C Colour Run Remembrance Day Senior Swimming Carnival Whole School Reward Term 4 Disco 	<ul style="list-style-type: none"> KSS Reading Challenge Student Council Free Dress Day Summer Interschool Sports – Gala Days Camp- Edmund Park World Teachers' Day Day for Daniel P&C Colour Run Remembrance Day Senior Swimming Carnival Whole School Reward Term 4 Disco 	<ul style="list-style-type: none"> KSS Reading Challenge Student Council Free Dress Day Summer Interschool Sports – Gala Days Year 5 Camp- Goodenough World Teachers' Day Day for Daniel P&C Colour Run Remembrance Day Senior Swimming Carnival School Captain speeches Whole School Reward Term 4 Disco 	<ul style="list-style-type: none"> KSS Reading Challenge Student Council Free Dress Day Summer Interschool Sports – Gala Days Public Speaking Competition World Teachers' Day Day for Daniel P&C Colour Run Year 6 Camp- Maroochy Waterfront Remembrance Day Public Speaking Competition Year 6 Graduation Senior Swimming Carnival Year 6 Lip Sync Competition Whole School Reward Year Book Presentation Term 4 Disco