



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	<p><u>Interacting with others</u> 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.</p>	<p><u>Engaging with poetry</u> Students listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting. Students recite a poem to the class.</p>	<p><u>Exploring Procedural Text</u> Students listen to, read and view a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text. Students create, rehearse and present a procedure in front of their peers. <u>Exploring informative texts</u> In this unit, students read, view and listen to a range of stories to create an informative text about an event in a literary text.</p>	<p><u>Examining stories from different perspectives</u> 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 <u>Examining imaginative texts</u> 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.</p>	<p><u>Exploring quest novels</u> Students read and analyse a quest novel. Throughout the unit, students are monitored as they post comments and respond to others’ comments in a discussion board to demonstrate understanding of the quest novel. In the assessment task, students write a short response explaining how the author represents the main character in an important event in the quest novel.</p>	<p><u>Appreciating & responding to poetry</u> Students 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>Interpreting literary texts “Walking The Boundaries”</u> 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.</p>
Maths	<ul style="list-style-type: none"> comparing and ordering collections number and place value measurement- mass & time number and patterning data representations and interpretation 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<p><u>Weather watch</u> 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.</p>	<p><u>Changes around me</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>Toy factory</u> Students will explain the movement of objects used for their play and relate these to the pushes and pulls involved. Students then apply this knowledge to explain the movement of a toy they create.</p>	<p><u>Hot Stuff</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 and that formal measurements of heat (temperature) can be taken, using a thermometer.</p>	<p><u>Material World</u> Students will investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes.</p>	<p><u>Light Fantastic: Now you see it</u> Students will investigate the properties of light and the formation of shadows. They explore the role of light in everyday objects and consider how improved technology has changed devices.</p>	<p><u>Life on Earth</u> 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.</p>
History/ Geography	<p>HISTORY <u>Personal and family histories - Tell a story about the past</u></p> <ul style="list-style-type: none"> • What stories do other people tell about the past? • How can stories of the past be told and shared? 	<p>HISTORY <u>At this moment in time</u> How do we describe the sequence of time?</p>	<p>GEOGRAPHY <u>What is the story of my place?</u> What is a place?</p>	<p>HISTORY <u>Exploring Aboriginal peoples and Torres Strait Islander peoples and our communities</u></p> <ul style="list-style-type: none"> • Who lived here first and how do we know? • How has our community changed? • What features have been lost and what features have been retained? 	<p>HISTORY <u>Investigating colonisation in Australia</u></p> <ul style="list-style-type: none"> • What was life like for Aboriginal peoples and/or Torres Strait Islander peoples before the arrival of the Europeans? • What was the nature and consequence of contact between Aboriginal peoples and/or Torres Strait Islander peoples and early traders, explorers and settlers? 	<p>HISTORY <u>Investigating the colonial period in Australia- Gold Rush</u></p> <ul style="list-style-type: none"> • What were the significant events and who were the significant people that shaped Australian colonies? • What do we know about the lives of people in Australia's colonial past and how do we know? 	<p>HISTORY/ GEOGRAPHY <u>Investigating the emergence of Australia as a diverse society</u></p> <ul style="list-style-type: none"> • How did Australian society change throughout the twentieth century? • Who were the people who came to Australia? Why did they come? • What contribution have significant individuals and groups made to the development of Australian society? • What are Australia's global connections between people and places?
Technology	<p><u>Cupcake Design</u> Students design a cupcake and then create their design on a cupcake.</p>	<p><u>Design an instrument</u> Students will select the most appropriate materials for the construction of a musical instrument and explain the reason for their choice.</p>	<p><u>Toy Design</u> Students will design and create a push-pull toy. Students will then create a 2D representation to explain and label the design features. They will build the 3D toy using recyclable materials.</p>	<p><u>Egg Drop</u> Students will design a landing zone for a raw egg from a height of one metre.</p>	<p><u>Design a cereal box template</u> Students will design, make and appraise a cereal box.</p>	<p><u>Design a model of the solar system</u> Students will design a model depicting our solar system.</p>	<p><u>Video Documentary Challenge</u> Students will create a video documentary to their understanding of the significance of the contribution of migrants to the development of Australian society. Students will develop practical knowledge about: MovieMaker, PowerPoint, Green Screen Techniques, file conversion and image manipulation.</p>
HPE	<ul style="list-style-type: none"> • personal learning • fine & gross motor skills • athletics • fitness 	<ul style="list-style-type: none"> • personal safety • athletics • fitness 	<ul style="list-style-type: none"> • rules • athletics • fitness 	<ul style="list-style-type: none"> • pool rules and safety • athletics • fitness 	<ul style="list-style-type: none"> • finding balance • sports skills • athletics • fitness 	<ul style="list-style-type: none"> • the human body • athletics • fitness 	<ul style="list-style-type: none"> • leadership- a personal perspective • athletics • fitness

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Music	<p>Application of:</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 introduce boomwhackers 	<p>Application of:</p> <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 <p>Introduction to:</p> <ul style="list-style-type: none"> 2 part canon dynamics – forte & piano 	<p>Extension and reinforcement of:</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-ti, za, tica-tica dynamics & associated music – forte, piano, PP & FF tone colour create compositions performing new melodies <p>Introduction to:</p> <ul style="list-style-type: none"> partner songs 	<p>Extension and reinforcement of:</p> <ul style="list-style-type: none"> revise recorder B-A-G using more complex finger manipulations & rhythms <p>Introduction to:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 flats reading and interpreting solfa - do, re, so, me, la 	<p>Multiple applications through a variety of repertoire</p> <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 	<p>Rock'n'roll unit</p> <ul style="list-style-type: none"> analysis and recognition of music styles and performers from: <ul style="list-style-type: none"> 1970s 1980s comparisons to current trends lyrics, instruments, vocal delivery, staging application of knowledge into a project through various media choices
Other Programs	ICT Expectations				LOTE		
	<ul style="list-style-type: none"> Paint logging on / logging off using a mouse parts of the keyboard 	<ul style="list-style-type: none"> word processing- cut and paste touch typing insert clipart 	<ul style="list-style-type: none"> touch typing word processing - copy, paste, font, size 	<ul style="list-style-type: none"> touch typing word processing- save as, cut, paste, justification 	<p>The Body</p> <ul style="list-style-type: none"> parts of the body descriptions 	<p>Animals</p> <ul style="list-style-type: none"> animal names pets description habitats 	<p>Food and Drink</p> <ul style="list-style-type: none"> German foods meals ordering at a restaurant/cafe
Special Events (incursions/ excursions/ camps)	<ul style="list-style-type: none"> KSS Reading Challenge Drama Program- Pantomime National Tree Day PetPep Talk Dr Joe Science Show Book Fair Alpha Show "Beauty and the Beast" Father's Night Interhouse Cross Country Carnival Student Council Disco 	<ul style="list-style-type: none"> KSS Reading Challenge National Tree Day Dr Joe Science Show Planetarium excursion Book Fair Alpha Show "Beauty and the Beast" Interhouse Cross Country Carnival Student Council Disco 	<ul style="list-style-type: none"> KSS Reading Challenge National Tree Day Dr Joe Science Show Fire Safety House Book Fair Alpha Show "Beauty and the Beast" Interhouse Cross Country Carnival Student Council Disco 	<ul style="list-style-type: none"> KSS Reading Challenge National Tree Day Dr Joe Science Show Book Fair Alpha Show "Beauty and the Beast" Interhouse Cross Country Carnival Student Council Disco 	<ul style="list-style-type: none"> KSS Reading Challenge National Tree Day Science Incursion- "A Case of Emergency" Book Fair Alpha Show "Beauty and the Beast" Interhouse Cross Country Carnival Summer Interschool Sports - weeks 9 & 10 Student Council Disco 	<ul style="list-style-type: none"> KSS Reading Challenge National Tree Day Science Incursion- "A Case of Emergency" Senior athletics carnival Book Fair Alpha Show "Beauty and the Beast" Summer Interschool Sports weeks 9 & 10 Interhouse Cross Country Carnival Gold Rush excursion Student Council Disco 	<ul style="list-style-type: none"> KSS Reading Challenge Public Speaking Competition National Tree Day Science Incursion- "A Case of Emergency" Maths Teams Challenge Book Fair Alpha Show "Beauty and the Beast" Sea World Excursion Summer Interschool Sports - weeks 9 & 10 Interhouse Cross Country Carnival Student Council Disco