

CURRICULUM, PEDAGAGY AND ASSESSMENT FRAMEWORK/OVERVIEW

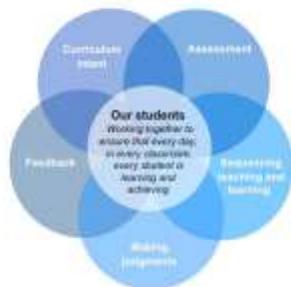
Compiled November 2013, (update March 2014)



CURRICULUM and PEDAGOGICAL FRAMEWORK

Achieving the BEST outcomes for all students.

FNQ Service Commitment	FNQ Priorities	Atherton SS Priorities
<p><i>100 per cent of students in our state schools will graduate as confident and healthy young Australians and achieve:</i></p> <ul style="list-style-type: none"> • an Overall Position (OP) and enter university, or • a Vocational Education and Training (VET) pathway to employment, or • paid employment of 25+ hours per week, or • alternative pathways for some students with special needs. 	<ul style="list-style-type: none"> • Improving Teaching • Refining and embedding data based decision making • Implementing Systems Leadership Training models and tools at all leadership levels • Connecting parents and caregivers with their children's learning 	<ul style="list-style-type: none"> • Improving Teaching • Refining and embedding data based decision making • Implementing Systems Leadership Training models and tools at all leadership levels • Connecting parents and caregivers with their children's learning • School wide positive behaviour

<p>Key Learning Areas:</p> <p>English: <i>Foundation Learning Programs</i></p> <ul style="list-style-type: none"> • Jolly Phonics, Cars & Stars, M100 & M200 Words • C2C Spelling, C2C Writing • Guided Reading program • Vocabulary Framework • <i>Literacy Support & Extension Programs: ESP & BEES, Reading & Spelling</i> • <i>NAPLAN Preparation "Building & Polishing"</i> <p>Maths: <i>Foundation Learning Programs</i></p> <ul style="list-style-type: none"> • EMMS & JEMMS • Numeracy support & extension programs • NAPLAN preparation <i>"Building & Polishing"</i> <p>Science – C2C</p> <p>Technology – C2C</p> <p>Humanities: History, Geography and SoSE</p> <p>The Arts: Classroom and Instrumental Music, Art</p> <p>LoTE: Japanese – Years 6 & 7</p> <p>HPE: Health & PE program</p>	<p style="text-align: center;">EXPLICIT TEACHING</p> <p style="text-align: center;"><i>Lesson Intent, Success Criteria, I Do, We Do, You Do, Plough Back</i></p> <p style="text-align: center;">CONSOLIDATIONS</p> <p style="text-align: center;"><i>Pace, CFU, Challenges & Content.</i></p> <p style="text-align: center;">Essential Skills for Classroom Management Teaching and Reporting</p> <div style="text-align: center;">  <p>Atherton State Primary School</p> </div> <p style="text-align: center;">Student Support & Extension</p> <p style="text-align: center;">Coaching & Feedback</p> <p style="text-align: center;">Differentiation</p> <p style="text-align: center;">Moderation</p> <p style="text-align: center;">Whole School Assessment & Data Analysis</p> <p style="text-align: center;"><i>ASPS Assessment Schedule, PAT R, PAT M & PAT S, PM Benchmarks, PROBE, TORCH, Parent / Student Reporting</i></p>	<p style="text-align: center;">Dimensions of teaching and learning</p> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div>
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***Working with students, families and the community.
Every day, every student achieving.***

2014-2015 P-7 Curriculum & Assessment Overviews

- This overview is a snapshot of the curriculum and assessment for year level throughout the year. It includes a brief summary of the C2C units, school-based programs foundation learning programs (FLPs) and Regional data collection requirements
- Please refer to OneSchool for further information to 'track' your teaching and assessment of the Australian Curriculum
- No units are to be switched around without direct consultation and approval of the Deputy Principal
- If you would like to change the context please discuss with the Deputy Principal, feedback and creative ideas are always welcome
- Linking of units is a suggestion only – it is fine for units to be kept separate
- You are required to 'track' your teaching of the Arts, Technology, HPE by highlighting/ticking a copy of these areas when they have been explicitly taught and assessed

PREP Curriculum Yearly Overview

PREP Curriculum Yearly Overview				
KLA	Semester 1		Semester 2	
	Term 1 (10 weeks)	Term 2 (10 weeks)	Term 3 (10 weeks)	Term 4 (10 weeks)
ENGLISH C2C	<p>Unit 1: Enjoying our new world Listen to and read texts to explore predictable text structures and common visual patterns represented in a range of literary and non-literary texts including fiction and non-fiction books and everyday texts.</p>	<p>Unit 2: Enjoying stories Listen to and engage with a range of literary and nonliterary texts with a focus on exploring how language is used to entertain through retelling events. Sequence events from a range of texts and select a favourite story to retell to a small group of classmates. Prepare for their spoken retelling by drawing events in sequence and writing simple sentences.</p>	<p>Unit 3: Interacting with others Listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge, a range of language features and identify common visual patterns. Create and recite a rhyming story to a familiar audience. Show understanding of the rhyming story by creating some gestures to go with it. Write and draw a personal response to a rhyming story including justification for their opinion.</p>	<p>Unit 4: Responding to texts Listen to, read, examine and respond to literature and explore text structure and organisation. Create a short imaginative multimodal text which includes illustrations. 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>
MATHS C2C	<p>Unit 1 Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • counting — sequence of numbers to 20 • subitising — small collections to 5 • number names, numerals, quantities to 10 — making connections • ordinal numbers — ‘first’ and ‘second’ to show ordinal position • time — sequencing and connecting familiar events. 	<p>Unit 2 Students will be explicitly taught:</p> <ul style="list-style-type: none"> <input type="checkbox"/> counting <input type="checkbox"/> understanding numbers to 10 <input type="checkbox"/> copying <input type="checkbox"/> continuing and creating patterns <input type="checkbox"/> describing position and movement. 	<p>Unit 3 Applying a variety of mathematical concepts:</p> <ul style="list-style-type: none"> • using units of measurement (days of week, events linked to days of week, duration of events, mass of objects) • number and place value quantities, comparing numbers, arrangements to 5, number names, numerals, equal groups, describing joining process) • patterns and algebra • data representation and interpretation 	<p>Unit 4: Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value - represent quantities, compare numbers, match number names, numerals and quantities, identify parts within a whole, combine collections, making equal groups, describing the joining process • Using units of measurement - directly and indirectly compare the duration of events, directly and indirectly compare the mass, length and capacity of objects • Location and transformation - describe position, describe direction • Shape - describe, name and compare shapes • Data representation and interpretation - generating yes/no questions, identifying and interpreting data collected

**HISTORY Unit 1:
Exploring fabulous families**
What is my history and how do I know it?
Investigate their own personal story, including their family background and relationships within their family.
Through an appreciation of family stories, develop an understanding of own history. Examine family structures and appreciate that diverse family groups today have commonalities as well as differences.

HISTORY Unit 2: Tell me a story about the past
How can stories of the past be told and shared? What stories do other people tell about the past?
Understand how they, and the stories of others communicate information about the past, recognise that sources help to tell stories, remember the past and signify importance, recognise that families commemorate different and similar events according to their beliefs and what is important to them, listen to and appreciate family stories, and recognise how the past is communicated, listen to and appreciate the stories of Aboriginal peoples and Torres Strait Islander peoples and recognise how the past is communicated, compare their own family commemorations to those of others and discuss, create and order pictures of significant commemorations.

GEOGRAPHY Unit 1: What is my place like?
Investigate the inquiry question/s identified from the Australian Curriculum: Geography - What are places like?

GEOGRAPHY Unit 1: How do we care for places?
Investigate the inquiry questions identified from the Australian Curriculum: geography

- What makes a place special? How can we look after the places we live in?

<p style="text-align: center;">SCIENCE C2C</p>	<p>Unit 1: Our living world Students use their senses to investigate the needs of living things, both animals and plants, in natural and man-made environments. Students determine that the survival of all living things is reliant on basic needs being met and discuss the consequences for living things of not having needs met. Students consider the impact of human activity and natural events on the availability of basic needs and describe some sustainable practices that they could implement to protect Earth’s resources and support the provision of the needs of living things. PC: Staying Alive</p> <p>Unit 2: Our material world Students use their senses to examine familiar objects. They explore the materials of which these objects are made and their properties. PC: What’s it made of?</p>		<p>Unit 3: Weather Watch Students explore daily and seasonal changes in the weather. They make links to how these changes in their immediate environment affect them and their daily activities. PC: Weather in my world</p>	<p>Unit 4: I Like to move it, move it Students examine how things move. They draw conclusions about the factors influencing that movement. PC: On the move</p>
<p style="text-align: center;">SOCIAL & PERSONAL LEARNING</p>	<p>You Can Do It! Relationships with Others Understanding Similarities and Differences</p>			
<p style="text-align: center;">HEALTH & PHYSICAL</p>	<p>Fine Motor Skills Gross Motor Skills Healthy Choices: Food, Safety & Hygiene</p>			
<p style="text-align: center;">ACTI VE LEAR</p>	<p>Imagining & Responding Investigating Technologies Thinking</p>			

MUSIC: Music Elements – Beat (steady beat and no beat), Pitch (high and low), Tempo (fast and slow), Dynamics (loud and soft)

MUSIC: Arts Practice, aesthetics, and contexts (Music in time, for special occasions, for dance (ballet), that tells a story)

2014 DRAFT 2015

PREP Assessment Overview

KLA	Semester 1		Semester 2	
	Term 1 (10 weeks)	Term 2 (10 weeks)	Term 3 (10 weeks)	Term 4 (10 weeks)
ENGLISH C2C	Unit 1: Book Talk	Unit 2: Oral – retell a story Writing Sample	Unit 3: • Oral - Create and recite a rhyme • Poster/multi-modal presentation - Responding to a rhyming story	Unit 4: • Interview - Reading and comprehension assessment • Written - Writing and creating a response to a story
ENGLISH OTHER	Letter/Sounds Checklist PM Benchmark Sight Words		Letter/Sounds Checklist, PM Benchmark, Sight Words	
				PAT – R Comp Prep Booklet
				Phonological Awareness Checklist, M100W Words, Words Their Way Spelling Inventory PM Benchmark Independent writing sample
MATHS C2C	Unit 1: • Interview – Bag sort • Monitoring – Number Watch	Unit 2: • Interview - Shape sort • Monitoring – Questions • Monitoring – Number Watch	Unit 3: • Interview - Exciting sandwich • Monitoring - How heavy is your school bag? • Observation - Plan a week of events	Unit 4: • Monitoring - Where to go • Observation - Crazy cards
MATHS OTHER		Stepping Stones 1 st & 2 nd Quarter Test		I Can Do Maths Book A
HIST/GEOG C2C	Nil	HISTORY Unit 1: • Monitoring – Observation • Portfolio - My family HISTORY Unit 2: • Assignment/Project – Guided research - Tell me a story about the past	GEOGRAPHY Unit 1: • Portfolio - Collection of Work	GEOGRAPHY Unit 2: • Assignment/Project – Guided research

SCIENCE C2C	Unit 1: • Monitoring - Representation of a farm environment • Monitoring - Representation of a natural environment • Portfolio Unit 2: • Assignment/Project - Make a wind ornament • Monitoring - Water investigation • Monitoring - Wind investigation		Unit 3: • Monitoring - Student responses to matching activities – Analysing clothes & activities • Monitoring - Student responses to representing activity – Analysing shelter • Monitoring - Student responses to representing activity - Analysing the effects of weather on everyday life • Monitoring - Student responses to representing activity – Considering plants	Unit 4: • Portfolio - Collection of work
SOCIAL & PERSONAL LEARNING				
HEALTH & PHYSICAL				
ACTIVE LEARNING	MUSIC: Monitoring - Identify percussion instruments and their sounds	MUSIC: Perform a steady beat. Identify high and low sounds. Work sample – cut and paste	MUSIC: Work sample – symbols of own scores	MUSIC: Discussion Work sample – special occasions

2014

YEAR 1 Curriculum Yearly Overview

KLA	Semester 1				Semester 2			
	Term 1 (10 weeks)		Term 2 (10 weeks)		Term 3 (10 weeks)		Term 4 (10 weeks)	
ENGLISH C2C	Unit 1: Exploring emotion in picture books Listen to, read, view and interpret written picture books, including stories from Aboriginal and Torres Strait Islander cultures. Identify emotive content and justify their interpretations of the stories.	Unit 2: Explaining how a story works Listen to, read and view a range of picture books in order to analyse and explain a familiar story.	Unit 3: Exploring characters in stories Listen to, read, view and interpret spoken, written and multimodal literary texts to identify some features of characters in these texts and to create written character descriptions.	Unit 4: Engaging with poetry Listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting. Recite a poem to the class.	Unit 5: Examining language of communication — questioning Listen to, read, view and interpret texts with animal characters to explore how they reflect human qualities. Create an animal character to be included in a literacy text, and discuss choices in an interview.	Unit 6: Retelling Cultural Stories Listen to, read, view and interpret picture books and stories from different cultures. Write, present and read a retell of their favourite story to an audience of peers.	Unit 7: Creating digital procedural text Listen to, read, view and interpret traditional and digital multimodal texts, to explore the language and text structures of procedure in imaginative and informative contexts. Create a digital presentation of a procedure from a literary context.	Unit 8: Creating digital texts Listen to, read, view and interpret a series of narrative texts to create a digital innovation.
MATHS C2C	Unit 1: • Number and place value - Counting • Using units of measurement -Time • Number and place value • Using units of measurement- Length	Unit 2: • Data representation and interpretation • Number & place value - counting/ number sequences & number • Number and place value -'Teen' numbers • Number & place value - Addition and subtraction and number • Chance	Unit 3: • Patterns and algebra • Location and transformation • Number and place value • Using units of measurement	Unit 4: • Shape • Number and place value • Fractions and decimals • Patterns and algebra • Money and financial mathematics	Unit 5: • Using units of measurement (Length) • Patterns & algebra, & Number & place value • Fractions & decimals • Using units of measurement (Capacity) • Number and place value (+, -)	Unit 6: • Using units of measurement (Time) • Number & place value • Money and financial mathematics • Location and transformation	Unit 7: • Fractions and decimals & Number & place value • Data representation and interpretation • Chance • Number and place value	Unit 8: • Patterns and algebra & Fractions and decimals • Number and place value • Using units of measurement • Number and place value & Chance
SCIENCE C2C	Unit 1: Living Adventure Making links between external features of living things and the environment where they are found and predicting consequences of environmental change on living things. PC: Schoolyard safari		Unit 2: Material madness Exploring physical changes occurring to familiar materials and applying this knowledge to create something they can use. PC: Spot the difference		Unit 3: Changes around me Comparing the changes that occur in the day/ night sky and landscape and making links to how the changes affect their experiences PC: New - Up, down and all around		Unit 4: Light and sound Investigating a range of sources that produce light and sounds and keeping a record of their developing scientific understanding through their sensory explorations of light and sound. PC: Sounds Sensational	

HISTORY/GEOGRAPHY Y C2C	HISTORY Unit 1: A Moment in Time Exploring this moment in time - How do we describe the sequence of time? Exploring: concepts and terms used to describe the passing of time, timelines, events of memorable or personal significance, collecting, discussing and sequencing sources, such as images, objects and family stories that have personal significance.	HISTORY Unit 2: Exploring yesterday and today – my grandparents, my parents and me How has family life changed or remained the same over time? How can we show that the present is different from or similar to the past? Investigating, comparing and contrasting how significant elements of childhood of their parents and grandparents with their own. Posing questions, examining sources and conduct interviews to gather information.	GEOGRAPHY Unit 1: How do people use places? Investigate the inquiry question identified from the Australian Curriculum: Geography • How can spaces within a place be rearranged to suit different purposes?	GEOGRAPHY Unit 2: What are places like? Investigate the inquiry question/s identified from the Australian Curriculum: Geography • What are the different features of places? • How can we care for places?
	Visual Arts 1.1, 1.2, 1.3 (Shape & Line, Fine Motor Skills eg. cutting, pasting)	Visual Arts 1.1, 1.2, 1.3 (Mask making, paper mache, clay modeling) DRAMA 1.1, 1.2, 1.3 (Puppets)	WOW work samples	DANCE 1.1, 1.2, 1.3
ARTS	MUSIC: Music Elements Building blocks – beat and rhythm, pitch and melody	MUSIC: Music Elements Building blocks – beat and rhythm, pitch and melody	MUSIC: Music Elements Expression – form, dynamics, tempo, tone, colour and texture	MUSIC: Music All Around Us Music from different times, from different lands, for different purposes, for dance, that tells a story.
TECHNOLOGY	Nil	TP 1.1, 1.2, 1.3, 1.4 MA 1.1, 1.2 (Design and Build a model boat)	TP 1.1, 1.2, 1.3, 1.4 MA 1.1, 1.2	Nil
HPE	You Can Do It! Organisation & Routines, Getting along Healthy Food Choices	You Can Do It! Getting along	You Can Do It! Road Safety Cyber Safety	You Can Do It! Water Safety Sun Safety
	PHYSICAL:	PHYSICAL:	PHYSICAL:	PHYSICAL: Dance, Swimming

YEAR 1 Assessment Overview

KLA	Semester 1				Semester 2			
	Term 1 (10 weeks)		Term 2 (10 weeks)		Term 3 (10 weeks)		Term 4 (10 weeks)	
ENGLISH C2C	Unit 1: Monitoring - Spoken presentation about character emotions	Unit 2: Short answer questions - Responses to picture books	Unit 3: • Interview - Reading and comprehension • Written - Character description	Unit 4: • Exam/Test - Comprehending poetry • Oral - Poem recitation	Unit 5: • Oral - Create and present a character • Short answer questions - Reading and listening comprehension	Unit 6: • Poster/multi-modal presentation – Retell of a cultural story	Unit 7: • Interview - Reading and comprehension • Poster/multi- modal presentation - Multimodal procedure	Unit 8: • Monitoring - Monitoring task – Digital innovation
ENGLISH OTHER		PM Benchmark		PM Benchmark Words Their Way Spelling		PAT-R Comp Booklet 1		M100W Words (first 200 words) PM Benchmark Words Their Way Spelling Inventory Independent writing sample
MATHS C2C	Unit 1: Monitoring - Counting by ones	Unit 2: • Monitoring-What I know and can show about my number • Observation - How to represent our class? (Voting sheet)	Unit 3: • Assignment/Project - Finding a safe path to Grandma’s house • Monitoring - Representing 2-digit numbers.	Unit 4: •Monitoring – Addition thinking • Observation – What shape or object am I?	Unit 5: • Assignment/Project - How long is that? • Assignment/Project - Which holds more?	Unit 6: • Monitoring - Counting counts • Monitoring - Show me the money • Short answer questions - Time is Ticking	Unit 7: • Interview - Will it? Won't it? Might it? • Written-Thinking about addition and subtraction	Unit 8:
MATHS OTHER				Checklist Test Semester 1		I Can Do Maths Book B		

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SCIENCE C2C	Unit 1: Monitoring - Student responses to activity - Examining external features of plants: scientific drawing activity • Monitoring - Student responses to activity - Investigating the local environment: healthy habitat activity • Poster/multi-modal presentation - A Better Place	Unit 2: • Assignment/Project - Storyboard - Don't rock the boat • Monitoring - Student response to activity - Physical changes made for holding • Monitoring - Student responses to activity - Physical changes made for floating / sinking	Unit 3: • Monitoring - Student response to activity - Classify landscapes • Monitoring - Student response to activity - Represent the effects of changes on everyday life • Poster/multi-modal presentation - Day and night landscapes	Unit 4: • Monitoring - Drawing and/or writing about a source of light and/or sound • Monitoring - Investigating and describing a source of light and/or sound and how it can be changed • Monitoring - Sorting and classifying objects that produce light and/or sound • Portfolio - Collection of work (Student science journal entries)
HIST/GEO C2C	HISTORY Unit 1: Oral - Collection of work: Time capsule	HISTORY Unit 2: My parents, my grandparents and me • Assignment/Project – Exploring yesterday and today	GEOGRAPHY Unit 1: • Portfolio - Collection of work	GEOGRAPHY Unit 2: • Oral - Guided Research - What are places like?
ARTS	Monitoring/Observations Art Displays	Self evaluation – mask Observations Puppet Play presentation	Observation of WOW work samples	Observation
	MUSIC: Monitoring rhythmic progressions, beat, pitch patterns	MUSIC: Work sample - Monitoring rhythmic progressions, beat, pitch patterns	MUSIC: Monitoring performance. Work sample – cut and paste categorizing instruments	MUSIC: Observation of performance Work Sample - Sequencing Work Sample – Foley effect to story
TECHNOLOGY	Nil	As per linked to Science Unit	Monitoring	Nil
HPE	Observations/Monitoring Lunchbox Healthy Choice Response Sheet	Observations/Monitoring	Observations/Monitoring	Poster demonstrating differences between safe and unsafe behaviours for water and sun safety
	PHYSICAL:	PHYSICAL:	PHYSICAL:	PHYSICAL:

YEAR 2 Curriculum Yearly Overview

KLA	Semester 1				Semester 2			
	Term 1 (10 weeks)		Term 2 (10 weeks)		Term 3 (10 weeks)		Term 4 (10 weeks)	
ENGLISH C2C	Unit 1: Reading, Writing & Performing Poetry Read and listen to a range of poems to create an imaginative poetry reconstruction. Present poem or rhyme to a familiar audience.	Unit 2: Stories of Families & Friends Exploring texts to analyse how stories convey a message about issues that relate to families and friends and write a biography (multi-modal) about a character from a book.	Unit 3: Identifying stereotypes Read, view and listen to a variety of texts to explore how depictions of characters in print, sound and images create stereotypes. Creating and presenting an imaginative digital written and spoken “Who am I?” of a stereotypical character.	Unit 4: Responding persuasively to narratives Read, view and listen to a variety of literary texts to explore how stereotypes are used to persuade audiences and create a persuasive response comparing how the visual representations of a character are depicted differently in two publications of the same story, giving reasons for a particular preference.	Unit 5: Exploring procedural texts Read, view and listen to a variety of everyday procedural texts and familiar stories that involve a procedure (e.g. fairy tales, traditional stories and contemporary stories). Develop multimodal instructions for a familiar procedure and present this in role (e.g. how to build a straw house — The Three Little Pigs).	Unit 6: Exploring informative texts Read, view and listen to a range of informative texts and familiar stories to create a newspaper report about an event in a literary text.	Unit 7: Exploring plot and characterisation in stories Explore a variety of stories including dreaming stories, pictures books, traditional tales and digital text to explore how stories use plot and characterisation to entertain and engage an audience. Create a written imaginative event to be added to a familiar narrative with appropriate images that match the text. Present the written event to their peers.	Unit 8: Exploring narrative texts Read, view and listen to a range of stories from other cultures. They create a written retell of an event in the life of a person or character from one of the stories studied and then present a performance of the retell to an audience of peers.
	STARS & CARS – Level A (Level AA, P for differentiation)							
FLP	CARS 1, 2, 3 STARS 1 (Finding the Main Idea)		CARS 4, 5, 6 CARS Self-Assessment (lesson 1-5) STARS 2 (Recalling Facts & Details) STARS Review 1-2 STARS 3 (Understanding Sequence) STARS 4 (Recognizing Cause & Effect) STARS Review 3-4		CARS 7, 8 STARS 5 (Making Predictions) STARS 6 (Finding Word Meaning in Context) STARS Review 5-6 STARS 7 (Drawing Conclusions & Making Inferences)		CARS 9, 10 STARS 8 (Reading Pictures) STARS Review 7-8 STARS FINAL Review 1-8 CARS Self-Assessment (lessons 6-10)	

MATHS C2C	Unit 1: <input type="checkbox"/> Duration of time: dates, days, months and seasons of the year <input type="checkbox"/> Number sequences <input type="checkbox"/> Place value: representation <input type="checkbox"/> Partitioning, addition and subtraction <input type="checkbox"/> Mental computation	Unit 2: <input type="checkbox"/> Skip counting <input type="checkbox"/> Place value: representation <input type="checkbox"/> Computation: addition and subtraction <input type="checkbox"/> Measurement <input type="checkbox"/> Chance events	Unit 3: <input type="checkbox"/> collections to 1000+ <input type="checkbox"/> addition and subtraction <input type="checkbox"/> halves, quarters, eighths & associated turns <input type="checkbox"/> measurement	Unit 4: <input type="checkbox"/> collections to 1000+ <input type="checkbox"/> addition and subtraction <input type="checkbox"/> halves, quarters, eighths & associated turns <input type="checkbox"/> number patterns <input type="checkbox"/> division <input type="checkbox"/> 2D & 3D objects <input type="checkbox"/> data collection & presentation	Unit 5: <input type="checkbox"/> Number & place value <input type="checkbox"/> Fractions & decimals <input type="checkbox"/> Number & place value <input type="checkbox"/> Using units of measurement	Unit 6: <input type="checkbox"/> Number & place value <input type="checkbox"/> Money & financial mathematics <input type="checkbox"/> Number & place value (Addition & subtraction) <input type="checkbox"/> Shape / Using units of measurement (Time) <input type="checkbox"/> Number and place value	Unit 7: <input type="checkbox"/> Patterns and algebra <input type="checkbox"/> Number and place value <input type="checkbox"/> Data representation and interpretation & Chance <input type="checkbox"/> Using units of measurement	Unit 8: <input type="checkbox"/> Shape & Fractions and decimals <input type="checkbox"/> Using units of measurement & Location and transformation <input type="checkbox"/> Number and place value
SCIENCE C2C	Unit 1: Mix, make or use Describing different objects and materials in terms of properties and purpose and investigate combinations of different materials, analysing the properties and uses. PC: All Mixed Up		Unit 2: Toy factory Explaining the movement of objects used for play and relate these to the pushes and pulls involved. PC: Push, Pull		Unit 3: Good to grow Exploring how living things change as they grow. Identifying patterns of growth and the relationships between parents and their offspring. PC: Watch it grow!		Unit 4: Save planet Earth Investigating ways the Earth's resources can be used and managed and identifying actions to conserve these resources. PC: Water Works	
HISTORY / GEOGRAPHY C2C	HISTORY Unit 1: Exploring the impact of changing technology on people's lives How have changes in technology shaped our daily life? Investigating, comparing and contrasting continuity and change in technology used in the home, for example, toys or household products, over time and describe ways technology has impacted on peoples' lives making them different from those of previous generations. Sequence key developments in the use of a particular technology in daily life over time.		HISTORY Unit 2: Exploring my local community What aspects of the past can you see today? What do they tell us? What remains of the past are important to the local community? Why? Appreciating that history involves studying and examining remains of the past through a focus on a local historical site and/or a significant person.		GEOGRAPHY Unit 1: What is the story of my place? Investigate the inquiry question identified from the Australian Curriculum: geography What is a place?		GEOGRAPHY Unit 2: How are people and places connected? Investigate the inquiry question/s identified from the Australian Curriculum: Geography <input type="checkbox"/> How are people connected to their place and other places? <input type="checkbox"/> What factors affect my connection to places?	
ARTS	Visual Arts: Elements of line, colour, print, paint MUSIC: Music Elements Building blocks – beat and rhythm, pitch and melody		Visual Arts: Elements of construction MUSIC: Music Elements Building blocks – beat and rhythm, pitch and melody		Visual Arts: WOW – collage MUSIC: Music Elements Expression – form, dynamics, tempo, tone, colour and texture		DANCE: MUSIC: Music All Around Us Music from different times, from different lands, for different purposes, for dance, that tells a story.	

TECHNOLOGY	Design, Make & Appraise a Lunchbox	Design, make & appraise a Toy	Design & appraise a new town	Nil
HPE	You Can Do It: Organisational routines and getting along	Healthy Choices	Personal Hygiene	Personal Safety – water, road, sun, self
	PHYSICAL:	PHYSICAL:	PHYSICAL:	PHYSICAL: Dance, Swimming

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YEAR 2 Assessment Overview

KLA	Semester 1				Semester 2			
	Term 1 (10 weeks)		Term 2 (10 weeks)		Term 3 (10 weeks)		Term 4 (10 weeks)	
ENGLISH C2C	Unit 1: • Monitoring - Reading comprehension • Oral - Playing with verse	Unit 2: • Short answer questions - Listening comprehension • Written - Imaginative biography	Unit 3: • Oral - Written and spoken presentation	Unit 4: • Interview - Reading and comprehension	Unit 5: • Monitoring - Monitoring task - Multimodal procedure • Monitoring - Monitoring task - Reading comprehension	Unit 6: • Short answer questions - Reading Comprehension • Written - Exploring an informative text	Unit 7: • Interview - Reading Comprehension • Written - Written narrative	Unit 8: • Monitoring - Reading comprehension monitoring task • Monitoring - Written retell and performance monitoring task
ENGLISH OTHER		PM Benchmark		PM Benchmark Words Their Way Spelling Inventory		PAT-R Comp Book 2 PAT-R Spelling List 1		PM Benchmark Words Their Way Spelling Inventory Independent writing sample
MATHS C2C	Unit 1: • Monitoring - Monitoring number task: Counting capers • Monitoring - Representing numbers	Unit 2: • Monitoring - What's in the parcel? • Short answer questions - In the toy shop window	Unit 3: • Monitoring - Consultation • Monitoring - Samples of student work	Unit 4: • Monitoring - Monitoring money • Short answer questions - Adding and subtracting numbers	Unit 5: • Monitoring - Share collections (Supporting learning resource - Dividing collections & shapes into eighths) • Short answer questions – Compare them! Order them!	Unit 6: • Assignment/Project - Secret number • Monitoring - Count and compare • Monitoring - Make it! Name it! Draw it!	Unit 7: • Monitoring - Addition and subtraction number facts • Monitoring - Statistics and Probability checklist • Short answer questions – Solving addition & subtraction problems	Unit 8: • Monitoring - Addition and subtraction number facts • Monitoring - Statistics and Probability checklist
MATHS OTHER						PAT-Maths Book A		

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SCIENCE C2C	Unit 1: • Assignment/Project - Investigation and scientific report - Combining materials for a purpose • Monitoring - Investigate combining natural materials • Monitoring - Water resistance test	Unit 2: • Assignment/Project - Presentation - Toy design • Monitoring - Investigation - parachute • Monitoring - Investigation – rolling toy	Unit 3: • Assignment/Project - How does it grow? Storyboard of life stages • Monitoring - Student response to activity - Storyboard of the life stages of a plant • Monitoring - Student response to activity - Storyboard of the life stages of an animal • Monitoring - Student response to activity - Use of knowledge of life stages	Unit 4: • Monitoring - Earth's resources: Soil • Monitoring - Earth's resources: Vegetation • Monitoring - Earth's resources: Water at home • Oral - Save planet Earth
HIST/GEO C2C	HISTORY Unit 1: • Multimedia - Collection of work - Changing technology	HISTORY Unit 2: • Oral - Exploring my local community	GEOGRAPHY Unit 1: • Portfolio - Collection of work (Parts A and B)	GEOGRAPHY Unit 2: • Assignment/Project – Guided research
ARTS	Monitoring and Observation Checklist	Criteria Sheet for Toy Construction	WOW – observation and monitoring	
	MUSIC: Monitoring rhythmic progressions, beat, pitch patterns	MUSIC: Work sample - Monitoring rhythmic progressions, beat, pitch patterns	MUSIC: Monitoring performance. Work sample – cut and paste categorizing instruments	MUSIC: Observation of performance Work Sample - Sequencing Work Sample – Foley effect to story
HPE	Observation Checklist	Sorting foods work sample	Observation Checklist	Safety rules work sample
	PHYSICAL:	PHYSICAL:	PHYSICAL:	PHYSICAL:
TECHNOLOGY	Lunch box Criteria Sheet	Criteria Sheet for Toy Construction	Criteria Sheet for New Town Plan	Nil

YEAR 3 Curriculum Yearly Overview

KLA	Semester 1				Semester 2			
	Term 1 (10 weeks)		Term 2 (10 weeks)		Term 3 (10 weeks)		Term 4 (10 weeks)	
ENGLISH C2C	<p>Unit 1: Analysing and creating a persuasive text Read, view and analyse digital and written persuasive texts. Complete a running record and reading comprehension and write short persuasive texts.</p>	<p>Unit 2: Investigating characters Listen to, view, read and explore short narratives, simple chapter books or digital stories to explore the use of descriptive language in the construction of character. Read an extract from a novel and build literal and inferred meaning from the text. Express a point of view about the thoughts, feelings and actions of the main characters in a novel.</p>	<p>Unit 3: Exploring personal experiences through events Read and listen to written and spoken literary and informative texts to identify the way authors portray experiences of an event. Students write a persuasive letter to persuade the school principal that an event should be celebrated at school.</p>	<p>Unit 4: Exploring procedures In this unit students listen to, read and view and analyse informative and literary texts and create a spoken procedure between two characters.</p>	<p>Unit 5: Examining stories from different perspectives 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.</p>	<p>Unit 6: Listen to, read, view and interpret imaginative texts from different cultures. Comprehend the texts and explore the text structure, language choices and visual language features used to suit context, purpose and audience. Create a multimodal imaginative text.</p>	<p>Unit 7: Engaging with poetry Listen to, read, view and adapt poems featuring an Australian setting. Analyse texts by exploring the context, purpose and audience and how language features and devices can be adapted to create new meaning. Write and present a poem.</p>	<p>Unit 8: Reading, responding to and writing people's stories Listen to, read, view, write and create a range of informative and imaginative texts set in the past about people and their experiences. They complete a running record about a famous Australian and write a series of letters demonstrating use of text structure and language features of letters.</p>
	STARS & CARS – Level B (Level A, AA for differentiation)							
FLP	CARS 1, 2, STARS 1, 2, 3 (Finding Main Idea, Recalling Facts & Details, Understanding Sequence) STARS Review 1-3		CARS 3, 4, STARS 4, 5, 6, (Recognizing Cause & Effect, Comparing & Contrasting, Making Predictions) STARS Review 4-6		CARS 5, 6, 7, 8, 9, 10 CARS Self-Assessment 1-5 CARS Self-Assessment 5-10 STARS 7, 8, 9, 10, 11, 12 (Finding Word Meaning in Context, Drawing Conclusions & Making Inferences, Distinguishing Between Fact & Opinion, Identifying Author's Purpose, Interpreting Figurative Language, Distinguishing Between Real & Make-believe) STARS Review 7-9, 10-12 STARS Final Review 1-12			
	Junior Elementary Math Mastery (JEMMs) Implementation Plan as per Average Ability Year 3							

MATHS C2C	Unit 1 <input type="checkbox"/> Place value: 4-digit <input type="checkbox"/> Time: 5min, min/sec <input type="checkbox"/> Measurement :cm/m <input type="checkbox"/> Addition and subtraction <input type="checkbox"/> Money : equivalence	Unit 2: <input type="checkbox"/> Place value: 4-digit <input type="checkbox"/> Number patterns <input type="checkbox"/> Addition and subtraction <input type="checkbox"/> Money — representing money values and calculating change <input type="checkbox"/> Location -interpreting position and pathways.	Unit 3 <input type="checkbox"/> partition and regroup to 10 000 <input type="checkbox"/> recall and use single digit addition facts <input type="checkbox"/> fractions: 1/2, 1/4, 1/3, 1/5 <input type="checkbox"/> 3D objects <input type="checkbox"/> Environmental symmetry	Unit 4 <input type="checkbox"/> partition and regroup to 10 000 <input type="checkbox"/> addition facts <input type="checkbox"/> fractions: 1/2, 1/4, 1/3, 1/5 <input type="checkbox"/> chance experiments <input type="checkbox"/> data collection & presentation	Unit 5: • Number & place value • Money and financial mathematics • Fractions & decimals • Number & place value (Multiplication and division) • Location and transformation	Unit 6: • Using units of measurement (length, mass and capacity) • Patterns & Algebra • Number and place value • Time • Using units of measurement	Unit 7: • Number and place value (multiplication and division) • Shape • Fractions & decimals • Chance and Data	Unit 8: • Using units of measurement • Geometric reasoning & Location and transformation • Money and financial mathematics • Number and place value
SCIENCE C2C	Unit 1: Is it Living? Justify groupings of living and non-living things according to observable features and recognise once-living things. Investigate the living and non-living things in their local environment and recognise the use of this science knowledge in their lives. PC: Feathers, Fur or Leaves?		Unit 2: Spinning Earth Investigating Earth’s rotation on its axis and exploring different cultural understandings of the relationship between the sun and Earth causing day and night. PC: Spinning in space		Unit 3: Hot Stuff Investigating how heat can be transferred through conduction. PC: Heating up		Unit 4: What’s the matter? Investigating the properties of solids and liquids and the effect of adding or removing heat. Evaluating how adding or removing heat affects materials in everyday life. PC: Melting moments	
HISTORY / GEOGRAPHY C2C	HISTORY Unit 1: Investigating celebrations, commemorations and community diversity How and why do people choose to remember significant events of the past? What is the nature of the contribution made by different groups and individuals in the community? Celebration and commemoration of significant events in student lives, their local community and other places around the world, the significance of these celebrations and commemorations from a range of perspectives including Aboriginal peoples and Torres Strait Islander peoples and other identified cultural groups linked to the history of the local area.		HISTORY Unit 2: Exploring continuity and change in local communities 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? Researching continuity and change in the region or state/territory and the importance of Country and Place to Aboriginal peoples and Torres Strait Islander peoples who belong to a local area or region.		GEOGRAPHY Unit 1: Exploring similarities and differences in places near and far Draw on studies at the local scale, including representations of Australia and the location of Australia’s neighbouring countries, understand the different climate types and their influence on the characteristics of places and review unit inquiry questions. Recognise that a ‘place’ is a form of bounded space with each place having a location on the surface of the Earth and that places are important to Aboriginal peoples and Torres Strait peoples and how they are represented. Record data and information to identify similarities and differences between the climates of different places.		GEOGRAPHY Unit 2: Protecting places near and far Investigate the inquiry question/s identified from the Australian Curriculum: geography. • How do people’s feelings about places influence their views about the protection of places? • How and why are places similar and different?	
ARTS	VISUAL ARTS Elements: Line, shape, colour, tone, patterns		VISUAL ARTS : construction, line, painting, print making		MEDIA: link to English unit WOW art piece		DANCE: DRAMA:	
	MUSIC: Musical Elements Building Blocks – beat, rhythm, Introduction: form, tone colour, pitch		MUSIC: Musical Elements Building Blocks – pitch, melody Including beat, rhythm, tone colour, dynamics, texture, form		MUSIC: Exploring Sound Sound sources – classroom and home-made instruments, found objects, Musical Elements – tone colour		MUSIC: Music all around us Different musical contexts, different times, places and purposes. End of year performance	

TECHNOLOGY	Nil	Design, make, appraise: An Alien	Nil	Design, make & appraise: A water cooler
HPE	Healthy eating You Can Do It: friends Dental Health, Personal Hygiene	You Can Do It Personal safety Cyber safety	You Can Do It Electrical safety Road safety	You Can Do It Water safety Sun safety
	PHYSICAL:	PHYSICAL:	PHYSICAL:	PHYSICAL: Swimming, Dance

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YEAR 3 Assessment Overview

KLA	Semester 1				Semester 2			
	Term 1 (10 weeks)		Term 2 (10 weeks)		Term 3 (10 weeks)		Term 4 (10 weeks)	
ENGLISH C2C	Unit 1: • Monitoring - Persuasive writing • Monitoring - Running record and reading comprehension	Unit 2: • Monitoring - Expressing a point of view	Unit 3: • Written - Write a persuasive letter	Unit 4: • Oral - Dialogue presentation	Unit 5: • Monitoring - Monitoring task 1 - Comprehending traditional stories • Monitoring - Monitoring task 2 - Retelling a story from a different perspective	Unit 6: • Poster/multi-modal presentation - Creating a multimodal text • Short answer questions - Reading comprehension	Unit 7: • Oral - Writing and presenting poetry	Unit 8: • Monitoring - Collection of letters • Monitoring - Running Record
ENGLISH OTHER		PM Benchmark PAT-R Comp Book 3 (LNP)	NAPLAN – Language Conventions, Reading & Writing	PM Benchmark		PAT–R Spelling List 2 PAT-R Comp Book 3		PM Benchmark Words Their Way Elementary Spelling Inventory Independent writing sample
MATHS C2C	Unit 1: • Monitoring - Adding and subtracting 2-digit and 3-digit numbers • Monitoring - Telling time	Unit 2: • Monitoring - Who's been walking here? (Inquiry) • Short answer questions - Conduct a chance experiment	Unit 3: • Monitoring - Number patterns and properties	Unit 4: • Monitoring - Ways with money • Short answer questions - Where is it?	Unit 5: • Assignment/Project – Multiplication Fair • Monitoring - Classifying shapes in the environment • Monitoring - eAssessment: Money Year 3	Unit 6: • Assignment/Project - Measurement Scavenger Hunt	Unit 7: • Monitoring - Monitoring opportunity - Solving problems involving fractions • Monitoring - Monitoring task: Solving addition and subtraction word problems • Short answer questions - Solving problems involving multiplication	Unit 8: Nil
MATHS OTHER			NAPLAN - Numeracy			PAT Maths Booklet 1		

SCIENCE C2C	Unit 1: <ul style="list-style-type: none"> Monitoring - Examining once-living - Sorting living/non-living/once-living Monitoring - Investigating what it means to be living - Observing living things Monitoring - Investigating what it means to be living - Recognising multiple views about 'living' Portfolio - Collection of work 	Unit 2: <ul style="list-style-type: none"> Monitoring - Comparing the Earth, Moon and Sun - Investigating Earth, Moon and Sun Monitoring – Student self-assessment - Investigating the effects of the Earth's movement on day and night Poster/multi-modal presentation - Investigating shadows 	Unit 3: <ul style="list-style-type: none"> Monitoring - Changing heat - Absorbing heat - Lesson 12 Monitoring - Changing heat - Keeping the chocolate hot – Lesson 10 Monitoring - Producing heat - Heating water - Lesson 6 Written - Keep Drinks Cooler scientific report 	Unit 4: <ul style="list-style-type: none"> Exam/Test - Solids and liquids Monitoring - Investigation: How do properties of liquids change when we take heat away? Monitoring - Investigation: How does temperature affect how ice changes state? Monitoring - Material station observations
HIST/GEO C2C	HISTORY Unit 1: <ul style="list-style-type: none"> Assignment/Project - Collection of work 	HISTORY Unit 2: <ul style="list-style-type: none"> Oral - Exploring my local community 	GEOGRAPHY Unit 1: <ul style="list-style-type: none"> Portfolio - Collection of Work 	GEOGRAPHY Unit 2: <ul style="list-style-type: none"> Assignment/Project - Research (Written)
ARTS	Work samples Observation and participation	Work samples Observation and participation	MEDIA: multi-modal presentation	
	MUSIC: Monitoring - checklist	MUSIC: Work Sample - Create melodic patterns	MUSIC: Work Sample – Sound symbols demonstrating elements (dynamics, tempo, duration)	MUSIC: Work Sample & Oral response to sound story
TECHNOLOGY	Nil	Design Plan & Appraisal Booklet – <i>An Alien</i>	Nil	Design Plan & Appraisal Booklet – Water Cooler
HPE	Written Test Observation	Written Test Observation	Written Test Observation	Written Test Observation
	PHYSICAL:	PHYSICAL:	PHYSICAL:	PHYSICAL:

YEAR 4 Curriculum Yearly Overview

KLA	Semester 1				Semester 2			
	Term 1 (10 weeks)		Term 2 (10 weeks)		Term 3 (10 weeks)		Term 4 (10 weeks)	
ENGLISH C2C	<p>Unit 1: Investigating author’s language in a familiar narrative Read a narrative and examine and analyse the language features and techniques used by the author. Create a new chapter for the narrative for an audience of their peers.</p>	<p>Unit 2: Examining humour in poetry Read and listen to a range of humorous poems by different authors. Identify structural features and poetic language devices in humorous poetry to innovate on poems and evaluate the poems by expressing personal viewpoint using evidence from the poem.</p>	<p>Unit 3: Examining traditional stories from Asia Read and analyse traditional stories from Asia. Demonstrate understanding by identifying structural and language features, finding literal and inferring meaning and explaining the message or moral in traditional stories from Asia.</p>	<p>Unit 4: Retelling an Aboriginal peoples and/or Torres Strait Islander people’s story. Listen to, read and view stories about and from Aboriginal and Torres Strait Islander histories and cultures. Responding in writing to comprehension questions focusing on language features, themes and messages in stories. Present an informative oral about a selected story.</p>	<p>Unit 5: Exploring recounts set in the past Listen to, read and explore a variety of historical texts including historical and literary recounts written from different people’s perspectives.</p>	<p>Unit 6: Exploring a quest novel Read and analyse a quest novel. Comment and respond to others’ comments in a discussion board to demonstrate understanding of the quest novel. Write a short response explaining how the author represents the main character in an important event in the quest novel.</p>	<p>Unit 7: Examining persuasion in advertisements Listen to, read and view a range of still and moving image toy advertisements from different times which target children. Demonstrate an understanding of the use of language features and techniques, visual elements in composition and audio effects in the advertisements to persuade the target audience.</p>	<p>Unit 8: Examining persuasion in product packaging Read and view a range of product packaging. Demonstrate an understanding of the persuasive language and visual techniques used in breakfast cereal packaging. Design a breakfast cereal package digitally, write a persuasive text to promote the breakfast cereal and present it to peers.</p>
	STARS & CARS – Level C (Levels A, B for differentiation)							
FLP	CARS 1, 2, 3 STARS 1, 2, 3 (Finding Main Idea, Recalling Facts & Details, Understanding Sequence) STARS Review 1-3		CARS 4, 5, 6 CARS Self-Assessment lessons 1-5 STARS 4, 5, 6, (Recognizing Cause & Effect, Comparing & Contrasting, Making Predictions) STARS Review 4-6		CARS 7, 8, 9 STARS 7, 8, 9 (Finding Word Meaning in Context, Drawing Conclusions & Making Inferences, Distinguishing Between Fact & Opinion) STARS Review 7-9		CARS 10, CARS Self-Assessment lessons 6-10 STARS 10, 11, 12 (Identifying Author’s Purpose, Interpreting Figurative Language, Distinguishing Between Real & Make-believe) STARS Review 10-12 STARS Final Review 1-12	
	Junior Elementary Math Mastery (JEMMs) – as per Yr 4 Implementation Plan							

MATHS C2C	<p>Unit 1</p> <ul style="list-style-type: none"> • Place value: 5 digits • Partition & regroup • Computation: multiplication, division • Fractions: halves, quarters, fifths, eighths, tenths • 2D shapes 	<p>Unit 2</p> <ul style="list-style-type: none"> • Time • Number sense: five-digit numbers • Equivalent fractions • Addition, subtraction, multiplication & division 	<p>Unit 3</p> <ul style="list-style-type: none"> • Numbers up to tens of thousands • Multiplication & division facts (2,3,4,5,6,9,10) • Odd and even numbers • Multiples (3,4,6,7,8,9) • Fractions • 2D shapes • Area of shapes • Angles • Symmetry, patterns, pictures and shapes 	<p>Unit 4</p> <ul style="list-style-type: none"> • Numbers up to tens of thousands • Multiplication and related division facts (2,3,4,5,6,9,10) • Odd and even numbers • Multiples (3,4,6,7,8,9) • Fractions • Data collection, presentation and analyses 	<p>Unit 5</p> <ul style="list-style-type: none"> • Partition, rearrange and regroup numbers to at least tens of thousands • Multiplication & division 0-9 • Written and mental strategies for multiplication & division • Place value to tenths & hundredths • Addition & subtraction • Money (purchases & change) • Chance in everyday events • Data 	<p>Unit 6:</p> <ul style="list-style-type: none"> • Using units of measurement and Shape • Fractions and decimals and Patterns and algebra • Number and place value • Using units of measurement 	<p>Unit 7:</p> <ul style="list-style-type: none"> • Fractions and decimals • Chance • Data representation & interpretation • Number and place value 	<p>Unit 8:</p> <ul style="list-style-type: none"> • Money and financial mathematics • Shape • Using units of measurement • Fractions and decimals • Number and place value
SCIENCE C2C	<p>Unit 1: Here today, Gone tomorrow Exploring the effect of human activity, natural disasters and extreme weather that causes weathering and erosion of the earth's surface.</p> <p>PC: Beneath Our Feet</p>		<p>Unit 2: Ready, set, grow! Investigating life cycles and examining relationships between living things and their dependence on the environment.</p> <p>PC: Plants in Action</p>		<p>Unit 3: Material Use Investigating a range of physical properties of materials and considering how these influence their selection and use.</p> <p>PC: Material World OR Package It Better</p>		<p>Unit 4: Fast Forces Investigate and demonstrate how forces affect objects through contact and non-contact forces. They will use their knowledge of forces to make predictions about games. Identify how science knowledge of forces helps people understand the effects of their actions.</p> <p>PC: Smooth Moves</p>	

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HISTORY/GEOGRAPHY C2C	<p>HISTORY Unit 1: Investigating European exploration and the movement of peoples Why did the great journeys of exploration occur? Why did the Europeans settle in Australia? Connections between world history events and the history of Australia, remains of the past, journeys of the great explorers from the 1400s to the late 1700s, colonisation of Australia by the British, arrival of the First Fleet, the establishment of the first settlement in Sydney Cove and the early days of the colony.</p>	<p>HISTORY Unit 2: Investigating the impact of colonisation What was life like for Aboriginal people and/or Torres Strait Islander peoples before the arrival of the Europeans? What was the nature and consequence of contact between Aboriginal people and/or Torres Strait Islander peoples and early traders, explorers and settlers? Recognise Aboriginal and Torres Strait Islander histories as part of the shared history belonging to all Australians, appreciate the longevity and richness of the history of Aboriginal and Torres Strait Islander peoples.</p>	<p>GEOGRAPHY Unit 1: Exploring environments and places Build on a mental map of the world and understanding of place with a focus on Africa and South America. Investigate the types of natural vegetation and native animals on both these continents. Learn to identify and describe the relative location of places at a national scale and to complete maps using cartographic conventions. The interconnections between people and environment are examined by exploring the importance of environments to animals and people and how places are characterised by their environments. Identify and compare the characteristics of places, including the types of natural vegetation and native animals. Interpret geographical information and data to identify different views on how the environments should be protected, and form conclusions.</p>	<p>GEOGRAPHY Unit 2: Using places more sustainably Investigate the inquiry question/s identified from the Australian Curriculum: Geography. • How do different views about the environment influence approaches to sustainability? • How can people use places and environments more sustainably?</p>
	<p>Visual Arts: line, pattern, collage, colour Media: powerpoint</p>	<p>Drama: role playing Visual Arts: colour, line</p>	<p>Visual Arts: WOW – create a class display of art works using textures MEDIA: poster, persuasive advertisement</p>	<p>DANCE</p>
ARTS	<p>MUSIC: Musical Elements Building Blocks – beat, rhythm, duration 3/4, 4/4 time signatures</p>	<p>MUSIC: Musical Elements Building Blocks – pitch & melody</p>	<p>MUSIC: Exploring Sound through artistic affect (moods & emotions of music)</p>	<p>MUSIC: Music All Around Us</p>
	<p>Design, make, appraise a bag using recycled materials</p>	<p>Nil</p>	<p>Design, make a model and appraise “Your Dream Bedroom”</p>	<p>Nil</p>
TECHNOLOGY	<p>You Can Do It! : getting along, relationships, personal hygiene</p>	<p>You Can Do It! Healthy Food choices</p>	<p>You Can Do It! Road safety, cyber safety</p>	<p>You Can Do It! Water Safety Sun Safety</p>
	<p>PHYSICAL:</p>	<p>PHYSICAL:</p>	<p>PHYSICAL:</p>	<p>PHYSICAL: Swimming, Dance</p>
HPE				

YEAR 4 Yearly Assessment Overview

KLA	Semester 1				Semester 2			
	Term 1 (10 weeks)		Term 2 (10 weeks)		Term 3 (10 weeks)		Term 4 (10 weeks)	
ENGLISH C2C	Unit 1: Monitoring – Reading comprehension Written – Write a new chapter	Unit 2: Exam/Test – Reading comprehension: Interpret and evaluate a humorous poem for its characteristic features.	Unit 3: Written – Write a traditional story which includes a lesson or message for a younger audience.	Unit 4: Written – Write a traditional story which includes a lesson or message for a younger audience	Unit 5: • Monitoring - Monitoring task 1 - Comprehending historical recounts • Monitoring - Monitoring task 2 - Exploring recounts set in the past - Spoken presentation • Oral - Monitoring task 2 -Spoken presentation	Unit 6: • Written - Assessment task 1- Online discussion posts • Written- Assessment task 2 -Written response	Unit 7: • Exam/Test - Examining persuasion in advertisements. Assessment task - Listening and viewing comprehension	Unit 8: • Exam/Test - Reading and viewing comprehension
ENGLISH OTHER		PM Benchmark		PM Benchmark	Words Their Way Elementary Spelling Inventory		PAT– R Spelling List 3 PAT-R Comp Book 4	PROBE (students over PM Level 30) PM Benchmark Independent writing sample
MATHS C2C	Unit 1: Monitoring - Consultation • Monitoring - number task • Monitoring - Observation • Monitoring –Work samples	Unit 2: Monitoring - Observation • Written - Knowing numbers • Written - What are the chances?	Nil	Unit 4: Short answer questions – Legend Land	Unit 5: • Short answer questions - Fraction fit	Unit 6: • Short answer questions - Marvellous measurement	Unit 7: • Short answer questions - Deadly decimals • Written - Data analysers	Unit 8:
MATHS OTHER						PAT Maths Book 2		

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SCIENCE C2C	Unit 1: <ul style="list-style-type: none"> • Assignment/Project – Being a soil scientist • Monitoring - Recorded observations and discussions • Monitoring - Student response to activity - Exploring erosion - Erosion in our area 	Unit 2: Monitoring - Recorded observations and discussions <ul style="list-style-type: none"> • Monitoring - Student response to activity - Representing relationships which affect the life cycle of a living thing • Poster/multi-modal presentation - Mapping life cycles 	Unit 3: <ul style="list-style-type: none"> • Monitoring – Absorbency investigation • Monitoring - Packaging challenge folio • Monitoring - Properties of familiar materials • Monitoring - Rotten or not • Written - Properties affecting the use of ochre 	Unit 4: <ul style="list-style-type: none"> • Portfolio - Collection of work - Forces
HIST/GEO C2C	HISTORY Unit 1: <ul style="list-style-type: none"> • Assignment/Project - Collection of Work: First contact 	HISTORY Unit 2: <ul style="list-style-type: none"> • Assignment/Project - Assignment - Historical inquiry booklet 	GEOGRAPHY Unit 1: <ul style="list-style-type: none"> • Assignment/Project - Collection of Work - Exploring environments and places 	GEOGRAPHY Unit 2: <ul style="list-style-type: none"> • Assignment/Project - Research
ARTS	VISUAL ARTS: work samples	VISUAL ARTS: work samples DRAMA - observations	Poster criteria Observation of WOW art works	DANCE: observation & discussion
	MUSIC: Work Sample: Composition (Rhythmic ostinato in 4 time) Monitoring: Performing in 3 time Aural Test: identifying 3 or 4 time	MUSIC: Monitoring – performance (improvised) 3 or 4 time	MUSIC: Work Sample – Responding and analyzing affects that music has on moods and emotions Monitoring – found objects sounds	MUSIC: Monitoring – student responses to romantic period orchestral music, Japanese, Indonesian, relaxation, German folk dance, program music, sound effect and poetry.
HPE	Observation	Observation	Observation	Observation Swimming certificate achievement
	PHYSICAL:	PHYSICAL:	PHYSICAL:	PHYSICAL: Swimming
TECHNOLOGY	Recycled bag work book and criteria sheet	Nil	Criteria Sheet – designing, appraising only	Nil

YEAR 5 Curriculum Yearly Overview

KLA	Semester 1				Semester 2			
	Term 1 (10 weeks)		Term 2 (10 weeks)		Term 3 (10 weeks)		Term 4 (10 weeks)	
ENGLISH C2C	Unit 1: Examining literary texts (fantasy novel) Listen to, read and interpret a novel from the fantasy genre showing understanding of character development in relation to plot and setting. Analyse the development of a main character through a written response.	Unit 2: Creating fantasy characters Continue to read and interpret a novel from the fantasy genre showing understanding of character development. Write a fantasy narrative developing characters and setting.	Unit 3: Examining media texts Listen to, read, view and interpret a range of news articles and reports from magazines, journals, newspapers, television and internet websites to respond to viewpoints portrayed in media texts. Create a multimodal news article from a particular viewpoint.	Unit 4: Examining character s in animated film Listen to, read, view and interpret a range of animations including film and digital texts. Presenting a point of view about personal conflict and ethical dilemmas faced by fantasy characters through a panel discussion. Produce an animated story exploring a character's behaviour when faced with an ethical dilemma.	Unit 5: Appreciating poetry Listen to, read and view a range of poetry, songs, anthems and odes from different times to create a folio of responses. Analyse authors' use of language and its impact on the messages and ideas of text.	Unit 6: Responding to poetry 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.	Unit 7: Exploring narrative through novels and film Listen to, read and view films and novels with a range of characters involving flashbacks or shifts in time. Demonstrate understanding of positioning of characters in a chosen film through a viewing comprehension. Create a written comparison of a novel and the film version of the novel.	Unit 8: Reviewing narrative film Listen to and view narrative films, and spoken, written and digital film reviews, to create a written film review of a chosen film. Express and justify opinions about the film during a panel discussion.
	STARS & CARS – Level D (Level C, B for differentiation)							
FLP	CARS 1, 2, 3, 4, 5 Self-assessment (lessons 1-5) STARS 1, 2, 3 (Finding Main Idea, Recalling Facts & Details, Understanding Sequence) STARS Review 1-3 STARS 4 (Recognising Cause & Effect)		CARS 6, 7, 8 STARS 5, 6 (Comparing & Contrasting, Making Predictions) STARS Review 4-6		CARS 9, 10 Self-assessment 2 (lessons 6-10) STARS 7, 8, 9 (Finding Word Meaning in Context, Drawing Conclusions & Making Inferences, Distinguishing Between Fact & Opinion) STARS Review 7-9 STARS 10 (Identifying Author's Purpose)		STARS 11, 12 (Interpreting Figurative Language, Summarising) STARS Review 10-12 STARS Review 1-12	
	Elementary Math Mastery (EMMs) as per Yr 5 Implementation Plan							

MATHS C2C	Unit 1 <ul style="list-style-type: none"> □ Factors and multiples □ Addition & subtraction □ Fractions and decimals □ data collection, display and interpretation. 	Unit 2 <ul style="list-style-type: none"> □ Perimeter and area □ patterns: whole numbers, fractions and decimals □ Time: 12 & 24 hr time □ Grid reference systems 	Unit 3 <ul style="list-style-type: none"> □ Multiplication problems □ number systems beyond hundredths □ data collection, display and interpretation. 	Unit 4 <ul style="list-style-type: none"> • Geometric reasoning • Location and transformation, Shape • Number and place value • Patterns and algebra • Data representation and interpretation 	Unit 5 <ul style="list-style-type: none"> • Money and financial mathematics • Location and transformation 1 • Number and place value • Location and transformation 2 	Unit 6: <ul style="list-style-type: none"> • Using units of measurement 1 • Fractions and decimals and Patterns and algebra • Number and place value • Using units of measurement 2 	Unit 7 Chance <ul style="list-style-type: none"> • Data representation and interpretation • Using units of measurement • Number and place value 	Unit 8 <ul style="list-style-type: none"> • Money and financial mathematics & Geometric reasoning • Location and transformation • Fractions and decimals • Number and place value
SCIENCE C2C	Unit 1: Survival in the Australian Environment <p>In this unit students will examine the structural features and adaptations that assist living things to survive in their environment. They use this knowledge to pose questions and make predictions about the relationship between adaptations and environmental changes.</p> <p>PC: Desert Survivors GBRMPA – Animal Adaptations</p>		Unit 2: Our place in the solar system <p>In this unit, students explore the place of Earth in the solar system and use this knowledge to look for patterns and relationships between components of this system. They consider how science and technology have advanced understanding of space.</p> <p>PC: Earth’s Place in Space</p>		Unit 3: Now you see it <p>In this unit, students investigate properties of light and the formation of shadows. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices.</p> <p>PC: Light Fantastic</p>		Unit 4: Matter matters <p>In this unit, students 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, and the development of composite materials to meet the needs of modern society.</p> <p>PC: States of Matter</p>	
HISTORY / GEOGRAPHY C2C	HISTORY Unit 1: Exploring the development of British colonies in Australia <p>Investigate what we know about the lives of people in Australia’s colonial past and how do we know? How did an Australian colony develop over time and why? How did colonial settlement change the environment? Recognise key events in Australia of the 1800s, how Australians came to live together and were governed overtime. Investigate the economic, political and social motivations behind colonial developments, particularly the establishment of the Moreton Bay colony in Queensland, reasons for migration to the colonies by people from Europe during the mid-1800s and the impacts and aspects of daily life in the early to mid-1800s</p>		HISTORY Unit 2: Investigating the colonial period in Australia <p>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? Key events in Australia of the 1800s, how Australians came to live together and were governed over time, causes and effects of significant developments or events affecting development of the Queensland colony, reasons people migrated to Australia from Europe and Asia, experiences of and the contributions of significant individuals or groups to life in the colonies and the contribution of a significant individual or group to shaping colonial Australia.</p>		GEOGRAPHY Unit 1: Exploring how people and places affect one another <p>Extend a mental map of the world with a focus on Europe and North America. Learn to identify and describe the relative location of places at a national scale and to complete maps using cartographic conventions. The concept of place is further developed by exploring the human and environmental factors that influence the characteristics of places. The interconnections between people and environment are examined through climate and urbanisation data, and maps of vegetation distribution and landforms. Represent and interpret data to identify simple patterns, trends, spatial distribution, infer relationships and draw conclusions. Human impacts on the environmental characteristics of places are further explored through a case study.</p>		GEOGRAPHY Unit 2: Exploring how places are changed and managed by people <p>Investigate the inquiry question/s identified from the Australian Curriculum: geography</p> <ul style="list-style-type: none"> • How do people influence the human characteristics of places and the management of spaces within them? • How can the impact of bushfires or floods on people and places be reduced? 	

ARTS	Visual Arts elements: line, shape, colour	MEDIA – Animation	DRAMA	DANCE
	MUSIC: Musical Elements Building Blocks – rhythms (syncopation), rhymes, funky feels through genres of funk, calypso, hoedown, boogie-woogie.	MUSIC: Musical Elements Building Blocks – rhythms (syncopation), rhymes, riffs through genres of funk, calypso, hoedown, boogie-woogie.	MUSIC: Exploring Sound: music pictures – exploring sound, moods, feeling and emotions that elicit affects.	MUSIC: Music Around Us – Song and Dance
TECHNOLOGY	Nil	Design, Make, Appraise Poster – <i>Reef Care</i> Animation	Nil	Design, make appraise a multi-modal presentation of a poem
HPE	Working Together E.P.D. – 3.4	Personal & cyber safety	Healthy Food Choices	Sun & Water Safety

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YEAR 5 Assessment Overview

KLA	Semester 1				Semester 2			
	Term 1 (10 weeks)		Term 2 (10 weeks)		Term 3 (10 weeks)		Term 4 (10 weeks)	
ENGLISH C2C	Unit 1: • Monitoring - Analysing a main character from <i>The Forests of Silence</i>	Unit 2: • Written fantasy narrative	Unit 3: • Exam/Test - Comprehend a feature article • Multimedia - Create a multimodal feature article	Unit 4: • Multimedia - Short story animation	Unit 5: • Written - Create a poetry analysis folio	Unit 6: • Poster/multi-modal presentation - Digital multimodal narrative	Unit 7: • Written - Written comparison	Unit 8: • Monitoring - Panel discussion • Monitoring - Written film review
ENGLISH OTHER	PM Benchmark (<i>for students at risk</i>)							
		PAT-R Comp Booklet 5 (LNP)	NAPLAN - Language Conventions, Reading & Writing	Words Their Way Upper Spelling Inventory PM Benchmark/ PROBE (students above PM Level 30)		PAT-R Comp Book 5 PAT-R Spelling List 4		Words Their Way Upper Spelling Inventory PM Benchmark/ PROBE (students above PM Level 30) Independent writing sample
MATHS C2C	Unit 1: • Short answer questions - Digging through data	Unit 2: • Monitoring - Observation • Short answer questions - Number crunch	Unit 3: • Monitoring - Observation	Unit 4: • Short answer questions - Generation Geometry	Unit 5: • Short answer questions - George and Janelle's Eggcellent Idea	Unit 6: • Short answer questions – Perfecting patterns • Short answer questions - Year 5s great garden	Unit 7: • Short answer questions-Fantastic factors and magnificent multiples • Short answer questions - What is the chance of that?	Unit 8:
MATHS OTHER							PAT-Maths Book 3	

SCIENCE C2C	Unit 1: • Monitoring - Recorded observations and discussions • Monitoring - Relating adaptations to the environment - create a creature: Find a home • Poster/multi-modal presentation - Create a Creature	Unit 2: • Assignment/Project – Planet exploration • Monitoring - Student response to activity - Apollo 11 - Lesson 9: Exploring the Earth's Moon • Monitoring - Student response to activity - Planetary Data - Lesson 3: Focusing on planetary data	Unit 3: • Assignment/Project – The aMAZEing trick • Monitoring - Recorded observations and discussions • Monitoring - Student response to activity - Lessons 13-15 Periscope construction and investigation	Unit 4: • Assignment/Project - Investigating rates of evaporation and explaining solids liquids and gases • Monitoring - Investigating condensation (Lesson 9 & 10) • Monitoring - Investigating evaporation (Lesson 7 & 8)
HIST/GEO C2C	HISTORY Unit 1: • Assignment/Project - Collection of Work - Colonial Queensland	HISTORY Unit 2: • Assignment/Project - Conduct a historical inquiry into a significant person and event in Australia's history.	GEOGRAPHY Unit 1: • Portfolio - Collection of Work	GEOGRAPHY Unit 2: • Assignment/Project - Research (Multimodal)
ARTS	Work Samples demonstrating line, shape, colour	Animation Booklet & Criteria Sheet	DRAMA: Observation	DANCE: Observation
	MUSIC: Written Test – Genre Analysis (beat & rhythm) Work Sample – Rhythms, syncopation	MUSIC: Monitoring – Improvisation and demonstration of elements	MUSIC: Monitoring – Responding to moods & feelings of music demonstrating repeated patterns, accent, dynamics, sections OR Work Sample – Graphic Score	MUSIC: Monitoring & Checklist
TECHNO LOGY	Nil	Animation Criteria Sheet Poster Rubric	Nil	Multi-modal continua
HPE	Anecdotal Records	Safety journal – work sample	Work Sample: food label	Observation & Monitoring

YEAR 6 Curriculum Yearly Overview

KLA	Semester 1				Semester 2			
	Term 1 (10 weeks)		Term 2 (10 weeks)		Term 3 (10 weeks)		Term 4 (10 weeks)	
ENGLISH C2C	Unit 1: Short Stories Listen to and read a range of short stories by different authors. Investigate and compare similarities and differences in the ways authors use text structure, language features and strategies to create humorous effects. Complete a comprehension task about a particular short story and other short stories they have read.	Unit 2: Writing a short story Read and view short stories, and write a short story about a character that faces a conflict. Reflect on the writing process when making and explaining editorial choices.	Unit 3: Examining advertising in the media Listen to, read and view advertisements from magazines and internet sites. Create written responses to comprehension questions by justifying their responses in discussions with peers. Create a digital multimodal advertisement to persuade a particular audience.	Unit 4: Examining persuasive techniques in news reports Students listen to, read and view a variety of news reports from television, radio and internet to identify and analyse bias and the effectiveness of persuasive devices used to influence audiences. They create a critical review of a chosen news report.	Unit 5: Interpreting literary texts Listen to, read, view and interpret extracts from literary texts set in earlier times. Create a literary text that explores personal experiences.	Unit 6: Exploring literary texts by the same author Listen to and read novels by the same author to identify language choices and author strategies used to influence the reader. They will compare two novels by the same author to identify aspects of author style. Students will prepare a response analysing author style in the novel, and participate in a panel discussion.	Unit 7: Comparing texts Listen to, read, view and analyse literary and informative texts on the same topic. Explore and evaluate how topics and messages are conveyed through both literary (imaginative) and informative texts, including digital texts. Identify the author's purpose and analyse similarities and differences in texts. Compare and analyse the effectiveness of each text in its ability to deliver a message. Write arguments persuading others to a particular point of view using specific structural and language features.	Unit 8: Transforming a text Read and compare literary and informative texts such as websites or information books that deal with a sustainability issue. Students transform an informative text into a literary text for younger audiences.
	STARS & CARS – Level E (Level C, D for differentiation)							
FLP	CARS 1,2 STARS 1, 2, 3 (Finding Main Idea, Recalling Facts & Details, Understanding Sequence) STARS Review 1-3 CARS 3,4		STARS 4, 5, 6, (Recognising Cause & Effect, Comparing & Contrasting, Making Predictions) STARS Review 4-6, STARS 7, Finding Word Meaning in Context) CARS 5,6 CARS Self-Assessment 1		STARS 8, 9, (Drawing Conclusions & Making Inferences, Distinguishing Between Fact & Opinion) STARS Review 7-9, STARS 10, 11 (Identifying Author's Purpose, Interpreting Figurative Language) CARS 7,8,9		CARS 10 STARS 12 (Summarising) STARS Review 10-12, Final Review 1-12 CARS Self-Assessment 2	
	Elementary Math Mastery (EMMs) as per Yr 6 Implementation Plan							

MATHS C2C	Unit 1 • Number and place value • Fractions and decimals • Data • Chance	Unit 2 • Using units of measurement • Number and place value • Using units of measurement (Time) • Fractions and decimals • Money and financial mathematics	Unit 3 • Fractions and decimals • Shape • Number and place value	Unit 4 • Geometric reasoning • Fractions and decimals • Patterns and algebra • Number and place value	Unit 5 • Money and financial mathematics • Number and place value • Location and transformation	Unit 6 • Fractions and decimals • Using units of measurement • Patterns and algebra	Unit 7 • Chance • Data representation and interpretation • Patterns and algebra & Number and place value	Unit 8 • Using units of measurement • Fractions and decimals • Using units of measurement (Time) • Geometric reasoning • Location and transformation
SCIENCE	Unit 1: Making Changes – Comparing Reactions Changes that can be made to materials and how these changes are classified as reversible or irreversible. They explore the effects of reversible and irreversible changes in everyday materials and how this is used to solve problems that directly affect people's lives. PC: Change Detectives		Unit 2: Power up-electricity usage down How energy from a variety of sources can be used to generate electricity. They evaluate personal and community choices to use renewable energy sources to enhance sustainability. PC: It's Electrifying & Essential Energy		Unit 3: Our changing world Ways in which scientific understanding can assist in the early detection of natural disasters and in minimising their impact. They consider ways science can inform choices about where people live and how they manage natural disasters. PC: Earthquake Explorers		Unit 4: Life on Earth 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. examine ways in which humans' actions impact on the environment and living things. PC: Marvellous Micro-Organisms:	
HISTORY / GEOGRAPHY C2C	HISTORY Unit 1: Exploring the development of the Australian nation Why and how did Australia become a nation? How did Australian society change throughout the twentieth century? Key events in the development of Australia as a nation, how Australians came to live together and were governed over time, Australia's path to Federation from the late 1800s to 1901, sources presenting different perspectives on Federation and preferred models of government, including British and American influences on Australia's system of law and government. Experiences of Australian democracy and citizenship by a range of groups, including the status and rights of Aboriginal peoples and/or Torres Strait Islander peoples, identify continuity or change.		HISTORY Unit 2: Investigating the emergence of Australia as a diverse society 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? Key events in Australia's economic and social development, how Australians came to live and work together, the growth of the Australian population in the twentieth century, how world events affected the development of Australian society during this time, factors which contributed to people migrating to Australia, reasons behind migration stories, significance of individual narratives from oral and written histories.		GEOGRAPHY Unit 1: Exploring a diverse world Looking at a global view of geography and build understanding of the concepts for geographic understanding of place and space and interconnections. Learn about the location of major countries in Asia, particularly the sub-regions of North-east Asia and South-east Asia, and the differences in economic, demographic and social characteristics between countries in these sub-regions and global trends. Data is interpreted for trends and patterns. Data analysis focuses on the diversity of the Asia region and relationships between phenomena. Learn about the world's cultural diversity, including that of its Indigenous peoples, and reflect on the cultural differences and similarities and the meaning and significance of intercultural understanding.		GEOGRAPHY Unit 2: Exploring Australia's connections with other countries Investigate the inquiry question/s identified from the Australian Curriculum: Geography • What are Australia's global connections between people and places? • How do people's connections to places affect their perception of them?	
ARTS	Visual Arts: Self Perception		Visual Arts Media		Drama		Dance	

	MUSIC:	MUSIC:	MUSIC:	MUSIC:
TECHNOLOGY	Nil	Design, Make, Appraise an Advertisement for Holiday Destination	Design, Make, Appraise a Construction (<i>Linked to Science Unit for this term</i>) GTMJ	Nil
HPE	You Can Do It Human Body Systems	You Can Do It Human Body Systems	You Can Do It	EPD: High School Transition
	You Can Do it			

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YEAR 6 Assessment Overview

KLA	Semester 1				Semester 2			
	Term 1 (10 weeks)		Term 2 (10 weeks)		Term 3 (10 weeks)		Term 4 (10 weeks)	
ENGLISH C2C	Unit 1: Short Stories • Monitoring - Reading comprehension	Unit 2: • Written - Short story	Unit 3: • Exam/Test - Reading comprehension • Poster/multi-modal presentation - Multimodal advertisement	Unit 4: Written - Analytical response to a news report	Unit 5: • Written - Letter to the future	Unit 6: • Oral - Panel discussion	Unit 7: Written - Argue a point of view	Unit 8: • Monitoring - Monitoring task - Transforming a text
ENGLISH (OTHER)	PM Benchmark (<i>Students at risk</i>)							
			PROBE/ PM Benchmark (less than 30) Words Their Way Upper Spelling Inventory			PAT-R Spelling List 5 PAT-R Comp Book 6		Words Their Way Upper Spelling Inventory PROBE/ PM Benchmark (less than 30) Independent writing sample
MATHS C2C	Unit 1: • Monitoring - Consultation • Monitoring - Observation • Monitoring - Student work samples • Short answer questions - Data decoder	Unit 2: • Monitoring - Consultation • Short answer questions - Rodeo round-up	Unit 3: • Monitoring - Samples of student work	Unit 4: • Monitoring - Consultation • Monitoring - Observation • Short answer questions - Investigating angles	Unit 5: • Short answer questions - Number properties, patterns and computation	Unit 6: • Short answer questions - Solving measurement problems	Unit 7: Written - Lucky number 7	Unit 8:
MATHS OTHER							PAT-Maths Booklet 4	

SCIENCE C2C	Unit 1: • Assignment/Project - Reversible or irreversible? (Yr 06) • Monitoring - Investigating the effect of heat on solubility	Unit 2: • Assignment/Project - Energy and electricity • Monitoring - Comparing methods of producing electricity • Monitoring - Identifying conductors and insulators	Unit 3: • Exam/Test - Natural events and change • Monitoring - Investigate drought data • Monitoring - Investigating Indigenous oral histories of natural disasters	Unit 4: • Assignment/Project – Mould investigation • Monitoring - Fair test simulation • Monitoring - Plant investigation
HIST/GEO C2C	HISTORY Unit 1: • Exam/Test – Supervised assessment - Investigating the development of the Australian nation	HISTORY Unit 2: • Assignment/Project - Historical inquiry: Conduct a historical inquiry into the development of Australia as a diverse society	GEOGRAPHY Unit 1: • Portfolio - Collection of work	GEOGRAPHY Unit 2: • Assignment/Project - Research - written report
ARTS		Visual Arts Test		
	MUSIC:	MUSIC:	MUSIC:	MUSIC:
TECHNOLOGY	Nil	Multi-Modal Holiday Advertisement (group and individual components)	Appraising a construction related to Science Unit 3	Nil
HPE	Body Systems Part 1 - Test	ms Part 1 - Test Body systems Part 2 - Test	Monitoring	Transition project sheet

YEAR 7 Yearly Overview

KLA	Semester 1				Semester 2			
	Term 1 (10 weeks)		Term 2 (10 weeks)		Term 3 (10 weeks)		Term 4 (10 weeks)	
ENGLISH C2C	Unit 1: Analysing persuasion in media texts Students listen to, read and view a range of media texts from newspapers, television, the internet and picture books. Students create a multimodal response analysing the use of persuasive techniques and devices.	Unit 2: Persuading through motivational speaking Examine how language is used to persuade in motivational speeches from different historical, social and cultural contexts. Deliver a recording of a persuasive motivational speech to promote a point of view or enable a new way of seeing.	Unit 3: Reading and creating life writing: biographies Read and view biographies, interviews and digital stories (life writing) to respond to a biographical text. Create a written biographical excerpt.	Unit 4: Reading and creating life writing: Literary memoirs Listen to, read and view autobiographical narratives and picture books to create a literary memoir.	Unit 5: Reading and interpreting literature about Australia and Australians Listen to, read and view literature about Australia and Australians, including the close study of a novel. Responding to comprehension questions from reading and viewing texts.	Unit 6: Examining representations of Australia and Australians in literature Examine the ways events, issues and characters have been represented in texts. Identify and use language choices which influence a reader to form opinions or judgments. Write and share a point of view and justify it using evidence from the text as well as a variety of textual sources. Write an argument to persuade the reader to accept their point of view about a character in the text.	Unit 7: Exploring perspectives in poetry and songs Listen to and read a variety of poems and songs that put forward different perspectives on a variety of issues. Create and present a persuasive response to a poem to promote a point of view and participate in a panel discussion to evaluate the effectiveness of a particular song in making a comment on a social issue.	Unit 8: Re-imagining poetry Read and interpret a variety of poems. Analyse the text structure and language devices used in the poem to create particular effects and meaning. In groups, students select a poem and transform it into a multimodal presentation to promote a new way of seeing the issues and images conveyed in the poem.
	STARS & CARS – Level F (Levels D, E, G for differentiation)							
FLP	CARS 1 & 2 (level check) Finding Main Idea (Parts 1-5) Recalling Facts and Details (Parts 1-5) CARS 3 Understanding Sequence (Parts 1–5) Recognising Cause & Effect (Parts 1-5)		Review Parts One and Two Comparing & Contrasting (Parts 1-5) Making Predictions (Parts 1-5) CARS 4		Finding Word Meaning (Parts 1-5) Drawing Conclusions & Making Inferences (Parts 1–5) CARS 5 Distinguishing Between Fact & Opinion (Parts 1-5) CARS 6 Identifying Author’s Purpose (Parts 1-5) CARS 7 Interpreting Figurative Language (Parts 1-5) CARS 8		Summarising (Parts 1-5) CARS 9 & 10	
	Elementary Math Mastery (EMMs) – as per Yr 7 Implementation Plan							

MATHS C2C	Unit 1: <ul style="list-style-type: none"> • Number and place value • Real numbers • Statistics • Chance 	Unit 2: <ul style="list-style-type: none"> • Real numbers • Geometric reasoning • Patterns and algebra • Using units of measurement 	Unit 3: <ul style="list-style-type: none"> • Linear & non-linear relationships 1 • Shape • Number & place value • Linear & non-linear relationships 2 	Unit 4: <ul style="list-style-type: none"> • Short answer questions - Algebra and angle relationships 	Unit 5: <ul style="list-style-type: none"> • Real numbers • Money and financial mathematics • Number & place value & patterns & algebra • Location and transformation 	Unit 6: <ul style="list-style-type: none"> • Number and place value and Real numbers • Using units of measurement 	Unit 7: <ul style="list-style-type: none"> • Linear and non-linear relationships • Data representation and interpretation • Chance • Using units of measurement 	Unit 8: <ul style="list-style-type: none"> • Data representation and interpretation • Location and transformation • Real numbers 	
SCIENCE C2C	Unit 1: Promote the use of scientific language and revise inquiry or communication strategies Pure substances, mixtures and separation techniques with a focus on the importance of water and the water cycle.	Unit 2: Water – waste not, want not Application of filtration systems in water treatment and recycling processes.	Unit 3: Moving right along — exploring motion How the change to an object’s motion is caused by unbalanced forces acting on an object.	Unit 4: Moving right along — applications Builds on the concepts explored in Unit 3 and considers an application of these forces.	Unit 5: Heavenly bodies Interrelationships between the Earth, sun and moon.	Unit 6: Sensational seasons Builds on the concepts explored in Unit 5 and considers the seasons, different cultural beliefs and how scientific understanding has changed over time.	Unit 7: Organising organisms Classification and relationships between organisms, ecosystems and human interactions.	Unit 8: Affecting Organisms Builds on the concepts explored in Unit 7 and considers their application.	
HISTORY C2C	Unit 1: Investigating the ancient past How do historians and archaeologists investigate the past and what are the problems they encounter? Identifying the tools, techniques and methods used by historians and archaeologists to investigate history, explore the range of sources that can be used in an historical investigation and the usefulness of these sources, investigate a historical mystery from Ancient Australia that has challenged historians or archaeologists, appreciate the importance of conserving remains of the ancient past					Approach A - Unit 2: Rome . Investigate the following questions: <ul style="list-style-type: none"> • Why and where did ancient Rome develop? • What emerged as the defining characteristics of ancient Rome? Examine an overview for the historical period: <ul style="list-style-type: none"> • the evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery) • key features of ancient societies (farming, trade, social classes, religion, rule of law). What are the defining characteristics of ancient China and what are its legacies?		Approach A - Unit 3: China Exploring the physical features of China and how they influenced the civilisation that developed there, investigate significant beliefs, values and practices of Chinese society, identify and understand the roles of key groups in ancient Chinese society, investigate the role of a significant individual and how they have been perceived by contemporaries and later historians, examine the extent of contacts and conflicts within and/or with other societies and the resulting developments	
GEOGRAPHY C2C	Unit 1: Water in the World The many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. Water in the world develops students’ understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.					Unit 2: Place and Liveability Investigate the inquiry questions identified from the Australian Curriculum: geography: <ul style="list-style-type: none"> • How do people’s reliance on places and environments influence their perception of them? • What effect does the uneven distribution of resources and services have on the lives of people? • What approaches can be used to improve the availability of resources and access to services? 			

ARTS	Media: 4.1, 4.2, 4.3 (linked to English C2C) Visual Arts: 4.1, 4.2 4.3 (portraits, caricatures, manga)	Visual Arts: Deconstruction of a piece of art	DRAMA: Linked to English C2C Visual Arts: Great Australian Artist study	DANCE: Preparation for Transition Night DA 4.1, 4.2, 4.3
	MUSIC:	MUSIC:	MUSIC:	MUSIC:
TECHNOLOGY	Healthy Lifestyles:	TP: 4.1, 4.2, 4.3, 4.4	Student design a new amusement ride and park.	
HPE	PHIC: 4.1, 4.2 3 x 1 day Camps: EPD 4.1, 4.2, 4.3, 4.4	PHIC: 4.3		Transition to Highschool

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YEAR 7 Yearly Assessment Overview

KLA	Semester 1				Semester 2			
	Term 1 (10 weeks)		Term 2 (10 weeks)		Term 3 (10 weeks)		Term 4 (10 weeks)	
ENGLISH C2C	Unit 1: Monitoring - Multimodal analysis of persuasion in an advertisement	Unit 2: Monitoring - Reading and viewing comprehension Oral - Persuasive speech	Unit 3: Exam/Test - Reading comprehension Written - Biography NAPLAN – Language Conventions, Reading & Writing	Unit 4: Written - Literary memoir	Unit 5: Written – Imaginative recount	Unit 6: • Written - Persuasive Argument	Unit 7: • Oral - Panel Discussion	Unit 8: • Monitoring - Multimodal Transformation of a poem
ENGLISH OTHER	PM Benchmark (<i>for students at risk</i>)							
		PAT –R Comprehension Book 7 (LNP)		PROBE			PAT-R Spelling List 6 PAT-R Comp Book 7	Words Their Way Upper Spelling Inventory PROBE Independent writing sample
MATHS C2C	Unit 1: • Monitoring - Consultation • Monitoring - Observation • Monitoring - Samples of student work • Short answer questions – Basketball scores	Unit 2: Monitoring - Consultation • Monitoring - Observation • Short answer questions - Properties of triangles and quadrilaterals	Nil	Unit 4: Short answer questions - Algebra and angle relationships	Unit 5: Short answer questions – Best buys	Unit 6: • Short answer questions - Comparisons and computations of integers and proportional numbers	Unit 7: • Monitoring - Calculating volume • Monitoring - Identifying issues involving the collection of data by conducting an experiment. • Monitoring - Monitoring task • Written - Assessment: Constructing sample spaces and assigning probability	Unit 8:
MATHS OTHER			NAPLAN - Numeracy				PAT – Maths (Booklet 5)	

SCIENCE C2C	Unit 1: •Assignment/Project – Separating a mixture • Monitoring – Mixtures and substances • Monitoring – Water quality testing	Unit 2: • Assignment/Project – Water issue • Monitoring – Construct a water filter • Monitoring – Formulating a school water management action plan	Unit 3: Monitoring – Analysing friction • Monitoring – Draw a free-body diagram • Monitoring – Measuring gravitational force Science Forces Test	Unit 4: •Assignment/Project – Balloon powered vehicle • Monitoring – Crash test gingerbread man investigation • Monitoring – Forces review quiz (multiple choice)	Unit 5: Exam – Heavenly bodies Monitoring – Astronomy timeline, Solar Phenomena (3 level guide), Tidal Graphs	Unit 6: • Monitoring - Sun's rays and the seasons • Monitoring - Weather data • Poster/ multi-modal presentation - Sensational Seasons	Unit 7: • Exam/Test - Classifying creatures • Monitoring - Activity on creating a dichotomous key • Monitoring - Activity on interpreting a key	Unit 8: • Exam/Test - Great Southern Ocean Food Webs • Monitoring - Research activity - commercial fishing techniques and their impact on marine food webs • Monitoring - Who eats who – game cards
HISTORY C2C	HISTORY Unit 1: Investigating the Ancient Past • Assignment/Project – Investigating the ancient past through artefacts		HISTORY Unit 2: Rome • Portfolio - Collection of work: Rome		HISTORY Unit 3: China • Exam/Test - To demonstrate knowledge and understanding of reasons for change and continuity over time			
GEO C2C	Unit 1: • Exam/Test - Assessment 1 - Supervised short response exam • Exam/Test - Assessment 2 - Supervised response to stimulus exam				Unit 2: • Assignment/Project - Collection of work (Multimodal)			
ARTS	Work sample		Deconstruction of piece of art.		Drama: Observation criteria sheet of play presentation			
	MUSIC:		MUSIC:		MUSIC:		MUSIC:	
TECHNOLOGY					Design, Make, Appraise a crane to make an Egyptian pyramid			
HPE								