



# Nambour Special School – P – 10 Two Year Cycle Curriculum, Assessment and Monitoring Overview – Year A/B

## Australian Curriculum: English, Maths, Science, Humanities & Social Sciences, HPE, Technology, The Arts

Year A

	Term 1 Unit 1	Term 2 Unit 2	Term 3 Unit 3	Term 4 Unit 4
<b>Year A Whole School Overview Levels 1 – Level 8 (Year 3)</b>				
<b>ENGLISH</b> 7 hours/week	<b>Annual Class Literacy Plan</b>			
	<p>Each teacher designs an annual literacy plan specific to the students in their class. The annual literacy plan aims to support students to practice and develop core literacy skills through providing frequent and repeated opportunities to engage in literacy activities. The annual literacy plan aligns with the Four Blocks literacy framework, acknowledging that all students learn in different ways. In addition to the literacy based activities that are embedded within all areas of the curriculum, the whole class literacy plan provides for specific, focussed teaching of core literacy skills. The annual literacy plan provides daily learning experiences in the areas (blocks) of guided reading, self-selected reading, writing and working with words. The annual literacy plan runs for the duration of the year alongside other English units of work. Students work towards individualised literacy learning goals within the annual literacy plan. Each student's progress is regularly assessed by the teacher throughout the year and literacy activities are adjusted as required to ensure that each student is working towards literacy goals that support their continued literacy development.</p> <p style="text-align: center;"><b>Assessment/Monitoring:</b> ELAT (OneSchool) PM Benchmark (OneSchool) ROW Sight Words (OneSchool)</p>			
	<p><b>My Story</b> This is a literacy based unit with a focus on the guided/shared reading and writing blocks. Throughout this unit, students engage with a variety of imaginative and informative texts to discover how stories can be used to record and retell events of the past. Students explore a range of texts that recount events in characters' lives and make connections to similar events in their own lives. Students learn about the structure of recounts and how to construct a recount with entertaining qualities.</p> <p><b>Primary Context:</b> Students construct a recount of a recent event or experience in their own life and use software to present this story in a multimodal format. <b>Secondary Context:</b> Students use software to create and present a multimodal recount that tells a story about a family member or event from their past <i>Planning for this unit may be integrated with planning for HASS Year A, Term 1 "My Family's Story"</i></p>	<p><b>Persuade Me!</b> In this unit, students learn about persuasive language and techniques, how these can be used to influence others and how others may use these techniques in an attempt to influence them.</p> <p><b>Primary Context</b> Students engage with a range of imaginative texts in which the characters use persuasive techniques to try to influence either the audience or other characters. Students identify and examine the persuasive techniques and language used by the characters and their effectiveness in achieving their desired purpose. Students consider and discuss situations in which they might need to use persuasion to influence others, which strategies and language they could use and which might be the most effective. Students create a persuasive text of their own aimed at influencing someone to do something or give them something. <b>Secondary Context</b> In this unit, students engage with a range of multimodal persuasive texts and learn about the persuasive language and different persuasive techniques that may be employed. Students consider situations in which they might need to use persuasion to influence others and situations in which others (including the media) may try to persuade them. Students learn to carefully consider the information that is presented in a text, and decide if the text is factual or persuasive. Students discuss a range of issues at school and/or in the local community that they would like to change and write a persuasive text in an attempt to influence and enact change using the language and elements of persuasion that they have learned about during the unit.</p>	<p><b>Tell Me About It!</b> In this unit, students engage with a range of literary texts, including some multimodal texts, with a focus on developing the skills required to create and present an accurate and entertaining retell. Students explore the various features of a range of texts including the structure and sequence of stories. Students learn about the importance of including specific and accurate details and accurate sequencing when retelling an event or story.</p> <p><b>Primary Context:</b> Students learn to identify and sequence the main events from a range of texts and experiences. They select a favourite story or event to retell to classmates in a spoken or other agreed upon format. Students indicate if they liked or did not like the story. <b>Secondary Context:</b> Students explore a range of texts and investigate the features of these texts, including story structure, characters, events, settings and language features. Students create and present a book review of a chosen text, identifying the main characters and events of the story and expressing an opinion /recommendation about the book. Students provide a reason for their opinion/recommendation.</p>	<p><b>Time for a Rhyme</b> This is a literacy based unit with a focus on the working with words and self-selected reading blocks.</p> <p>Throughout this unit, students engage with a variety poems and rhymes, which may include nursery rhymes, limericks, rhyming stories and/or song lyrics.</p> <p><b>Primary Context:</b> Students experience and engage with a range of poems and rhyming texts. Through exploring the rhyming words in these texts, students learn to listen to the sounds in words to identify similarities and recognise rhyming words. Through manipulating the sounds in words, students learn about how words are structured and how to generate and spell rhyming words. Students respond to poems and rhyming texts and express opinions and preferences about these texts. Students select a preferred rhyme and present it to a familiar audience.</p> <p><b>Secondary Context:</b> Students are introduced to the genre of poetry. Through exploring a range of poetry and rhyming texts, students learn about the structure of poems and rhymes and the features of these texts that entertain and engage an audience. Students express their personal responses and thoughts about various shared poems. Students explore and practice using rhyme. They create or select a poem or rhyme, and present it to a familiar audience.</p>
<p><b>Assessment: GTMJ's</b> L1 Make choices between objects/images L2 Assist in construction of a text L3 Label or comment L3 Select pictures L4 Select and sequence key words/pics L5 Retell events and experiences L6 Create short texts L7 Create texts (own experiences) L8 Create texts (writing and images)</p>	<p><b>Assessment Tasks:</b> Level 5 Responding to Imaginative Texts Level 6 Responding to Imaginative Texts Level 7 Responding to Imaginative Texts</p> <p><b>Monitoring:</b> Curriculum Monitoring – English L1-8 (StudentData)</p>	<p><b>Assessment: GTMJ's</b></p> <p><b>Assessment Tasks:</b> Level 7 Persuasive Texts</p> <p><b>Monitoring:</b> Curriculum Monitoring – English L1-8 (StudentData)</p>	<p><b>Assessment: GTMJ's</b></p> <p><b>Assessment Tasks:</b> Level 5 Retell a Story</p> <p><b>Monitoring:</b> Curriculum Monitoring – English L1-8 (StudentData)</p>	<p><b>Assessment: GTMJ's</b></p> <p><b>Assessment Tasks:</b> Level 7 Comprehending Poetry Level 7 Innovation of a Poem</p> <p><b>Monitoring:</b> Curriculum Monitoring – English L1-8 (StudentData)</p>

		Term 1	Term 2	Term 3	Term 4		
		Unit 1	Unit 2	Unit 3	Unit 4		
MATHS	5 hours/week	<p><b>Number &amp; Collections</b></p> <p>This unit is focused on developing students' numeracy skills. Throughout the unit, students engage with content within the Number and Algebra strand of the Mathematics Curriculum to develop their knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>- <b>counting and number sequences</b> (including counting forwards and backwards from different starting points, identifying numbers before, after and next in a counting sequence and skip counting), - <b>quantity</b> (including representing quantities, ordering quantities, comparing numbers and quantities, visualising arrangements of quantities and matching numerals to quantities),</li> <li>- <b>representing two and three digit numbers</b> (including partitioning numbers using place value),</li> <li>- <b>a range of strategies for solving simple addition and subtraction problems</b>, and</li> <li>- <b>multiplication and division facts and strategies</b></li> </ul>	<p><b>Measurement and Location</b></p> <p>In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Students learn that comparing, measuring and locating help us to discover the world around us. Through the sub-strands: Using Units of Measurement, and Location and Transformation students have opportunities to develop understandings of:</p> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>the language of measurement</li> <li>ways of measuring capacity, length or mass</li> <li>measuring tools that will give the most accurate measurement</li> <li>how to compare two or more objects</li> <li>how to explain our measurement</li> <li>where measurement is used in the world</li> </ul> <p><b>Location</b></p> <ul style="list-style-type: none"> <li>comparing and measuring</li> <li>spatial awareness,</li> <li>using positional language,</li> <li>giving and receiving directions to familiar and unfamiliar places,</li> <li>creating and interpreting simple maps,</li> <li>showing and interpreting position and pathways</li> </ul>	<p><b>Money and Shape</b></p> <p>In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through engaging with the sub-strands: 'Money and Financial Mathematics' and 'Shape', students have opportunities to develop understandings of:</p> <p><b>Money and Financial Mathematics</b></p> <ul style="list-style-type: none"> <li>Identifying and sorting money from on-money items</li> <li>Identifying situations where money is required and exchanging money</li> <li>Recognising Australian notes and coins by their features and values</li> <li>Skip counting by fives</li> <li>Counting money and representing values in multiple ways</li> <li>Calculating change</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>Matching and sorting two-dimensional and three dimensional shapes based on their features</li> <li>Recognising and naming two-dimensional and three-dimensional shapes</li> <li>The features of two-dimensional and three-dimensional shapes</li> <li>Drawing two-dimensional shapes and creating three-dimensional models and nets</li> </ul> <p><i>Links to Design Technology Year A Term 3</i></p>	<p><b>Time and Patterns</b></p> <p>In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through engaging with the sub-strands: 'Using units of Measurement' (specifically time) and 'Patterns &amp; Algebra', students have opportunities to develop understandings of:</p> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>Ordering and sequencing events</li> <li>Identifying and measuring the duration of events</li> <li>Identifying times of day, days of week and months of year</li> <li>Telling the time on digital and analogue clocks</li> <li>Using calendars</li> <li>Counting Sequences to 31</li> <li>Reading and representing time</li> </ul> <p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>Identifying patterns in the environment</li> <li>Copying and describing simple patterns</li> <li>Counting sequences and number patterns</li> <li>2's, 5's and 10's counting sequences</li> </ul> <p>Continuing and developing patterns</p> <ul style="list-style-type: none"> <li>Identifying patterns in the environment</li> <li>Copying and describing simple patterns</li> <li>Counting sequences and number patterns</li> <li>2's, 5's and 10's counting sequences</li> </ul> <p>Continuing and developing patterns</p>		
		<p><b>Assessment: GTMJ's</b></p> <p>L1 Awareness of counting</p> <p>L1 Participate in making piles</p> <p>L1 Respond to objects put together/apart</p> <p>L1 Respond to sharing</p> <p>L2 Count to 3</p> <p>L2 Identify 'one' / 'lots'</p> <p>L2 Participate in counting activities</p> <p>L2 Show an understanding of 'more'</p> <p>L3 Connect number names, numerals to 3</p> <p>L3 Count to 5</p> <p>L3 Make and compare groups</p> <p>L3 Share/distribute objects</p> <p>L3 Use concrete materials to solve problem</p> <p>L4 Add to make 'more'/take 'less'</p> <p>L4 Connect number names, numerals to 5</p> <p>L4 Count to and from 10</p> <p>L4 Find the first and last in a sequence</p> <p>L4 Identify collecting 'same'/'different'</p> <p>L4 Order first 5 elements of a set</p> <p>L4 Use concrete materials to solve problem</p> <p>L5 count to and from 20</p> <p>L5 Make connections number names.....</p> <p>L5 Order small collections</p> <p>L5 Represent addition and sharing</p> <p>L6 Carry out simple addition/subtraction</p> <p>L6 Count to and from 100</p> <p>L6 Describe skip counting sequence</p> <p>L6 Identify representations of one half</p> <p>L6 Partition numbers using place value</p> <p>L7 Count to and from 1000</p> <p>L7 Divide collections into halves, quar....</p> <p>L7 Recognise increasing and decreasing..</p> <p>L7 Represent division by grouping</p> <p>L7 Represent multiplication by grouping</p> <p>L7 Use a range of strategies to solve...</p>	<p>L8 Classify numbers as odd or even</p> <p>L8 Count to and from 10000</p> <p>L8 Model unit fractions</p> <p>L8 Recall addition facts single digit</p> <p>L8 Recall multiplication facts single digit</p> <p>L8 Recognise connection between...</p> <p>L8 Solve multiplication problems using...</p> <p><b>Assessment Tasks:</b></p> <p>Level 5 Counting and connecting numerals, number names and quantities</p> <p>Level 6 Understanding numbers to 100</p> <p>Level 7 Understanding numbers to 1000 and partitioning</p> <p>Level 8 Understanding numbers to 10000 and partitioning</p> <p><b>Monitoring:</b></p> <p>Maths Tracking Tool</p>	<p><b>Assessment: GTMJ's</b></p> <p><b>Area</b></p> <p>L1-3 Encounter/explore concept/language</p> <p>L4 Explore measurement in practical...</p> <p>L5 Compare objects using mass length...</p> <p>L6 Order objects based on length, capacity</p> <p>L7 Order shapes and objects, informal</p> <p>L8 Use metric units - length mass capacity</p> <p><b>Capacity</b></p> <p>L1-3 Encounter/explore concert/language</p> <p>L4 Explore measurement in practical..</p> <p>L5 Compare objects using capacity</p> <p>L6 Order objects based on capacity</p> <p>L7 Order shapes/objects – informal units</p> <p>L8 Use metric units for capacity</p> <p><b>Length</b></p> <p>L1 React/respond measurement...</p> <p>L2 Participate in everyday measurement...</p> <p>L3 Solve simple mathematical...</p> <p>L4 Explore measurement attributes...</p> <p>L5 Compare objects using length</p> <p>L6 Order objects based on lengths</p> <p>L7 Order shapes and objects by length</p> <p>L8 Use metric units for length</p> <p>Mass</p> <p>L1-3 Encounter/explore concept/language</p> <p>L4 Explore measurement in practical...</p> <p>L5 Compare objects using mass</p> <p>L6 Order objects based on mass-informal</p> <p>L7 Order shapes and objects using mass</p> <p>L8 Use metric units for mass</p>	<p><b>Location</b></p> <p>L1 Explore space by moving and ....</p> <p>L2 Respond to specific instructions...</p> <p>L3 Follow simple instructions related...</p> <p>L4 Position items on instruction</p> <p>L5 Describe location using language...</p> <p>L6 Use the language of direction...</p> <p>L7 Interpret simple maps of familiar...</p> <p>L8 Match positions on maps</p> <p><b>Assessment Tasks:</b></p> <p>L6 Measuring using informal units</p> <p>L7 Ordering shapes and objects using informal units</p> <p><b>Monitoring:</b></p> <p>Maths Tracking Tool</p>	<p><b>Assessment: GTMJ's</b></p> <p><b>Shape</b></p> <p>L1 Respond to objects of varying shapes</p> <p>L2 Explore 2D shapes, 3D objects</p> <p>L3 Match shapes that are the same</p> <p>L3 Match objects that are the same</p> <p>L4 Match basic geometric objects to picture</p> <p>L4 Sort shapes into like groups</p> <p>L5 Sort 2D shapes</p> <p>L5 Sort 3D objects</p> <p>L6 Describe 2D shapes</p> <p>L6 Describe 3D objects</p> <p>L7 Draw 2D shapes</p> <p>L7 Recognise the features of 3D objects</p> <p>L8 Make models of 3D objects</p> <p><b>Money</b></p> <p>L1 React to financial situations</p> <p>L2 Respond to everyday financial situations</p> <p>L3 Use direct comparison, sort notes/coins</p> <p>L4 Use money in everyday financial situa...</p> <p>L5 Use the language of money</p> <p>L6 Recognise Australian coins by value</p> <p>L7 Associate collections of Aus coins with...</p> <p>L8 Count change to nearest 5c</p> <p>L8 Represent money values in various ways</p>	<p><b>Assessment Tasks:</b></p> <p>Level 6: Describing 2D shapes and 3D objects</p> <p>Level 7: Recognising 2D shapes 3D objects</p> <p>Level 8: Making models of 3D objects</p> <p>Level 6: Order Australian coins by value</p> <p>Level 7 Recognising the value of money and performing simple addition and subtraction calculations</p> <p>Level 8: Use Australian coins and notes to make money values in multiple ways and give change to the nearest 5c</p> <p><b>Monitoring:</b></p> <p>Maths Tracking Tool</p>

		Term 1	Term 2	Term 3	Term 4				
		Unit 1	Unit 2	Unit 3	Unit 4				
SCIENCE	1 hour/week	<p><b>Schoolyard Safari</b></p> <p>In this unit students participate in hands on, shared experiences to explore and learn about the features, behaviour and habitats of small animals (both vertebrates and invertebrates) found in the school environment. Students learn to identify small creatures found in the schoolyard by their features, and learn basic safety rules regarding handling small animals. Students learn about the basic needs of these animals, and investigate the parts of the animals that enable them to move, feed and protect themselves. Throughout the unit, students explore how the habitats of the small animals studied provide for their needs such as food, water and shelter and the behaviours of the animals that help them to survive. Students also investigate the important role that these animals play within the ecosystem (e.g. breaking down waste, dispersing seeds of plants, assisting with pollination), and the negative impact of some of these animals (e.g. spreading disease, multiplying excessively and consuming food of other animals).</p> <p>This unit has been adapted from the Primary Connections, Stage 1, Life and Living Unit "Schoolyard Safari"</p>	<p><b>What's It Made Of?</b></p> <p>This unit provides opportunities for students to explore, through hands on activities, what things are made of in the school environment and the properties of the materials used to make them. Students participate in hands on, shared experiences to observe, describe and compare the properties of a range of materials. Students learn to identify properties of materials that can be observed using their five senses, and learn basic safety rules for handling materials safely. Throughout the unit, students explore how the unique properties of a range of materials make them suitable for specific purposes. Through their investigations within this unit, students develop skills of observing, describing, comparing and communicating.</p> <p>This unit has been adapted from the Primary Connections , Early Stage 1, Natural and Processed Materials unit "What's It Made Of?"</p>	<p><b>Water Works</b></p> <p>The big idea that students are working towards understanding in this unit is that the Earth's resources, including water, are used in a variety of ways. All students are working towards this Level 7 scientific understanding throughout this unit. Teaching and learning experiences are differentiated by teachers, to allow all students to access and engage with content about water at their level to approach this scientific understanding. This unit provides opportunities for students to explore and learn about water, through hands on activities, observations and guided experimentation. Through their investigations within this unit, students develop their skills of observing, describing, and communicating. Planned learning experiences will enable students to develop understandings about water including:</p> <ul style="list-style-type: none"> <li>• What it feels, looks, smells, tastes and sounds like</li> <li>• How water is used</li> <li>• The Water Cycle and where water comes from</li> <li>• Water conservation and responsible use of water</li> <li>• The properties of water</li> </ul> <p>This unit has been adapted from the Primary Connections , Stage 1, Earth and Beyond Unit - Water Works.</p>	<p><b>On the Move</b></p> <p>The big idea that students are learning about in this unit is that people and things move in different ways, and that the way things move is influenced by a variety of factors (including size, shape &amp; surface). In this unit, students explore the various forms of energy and forces (push/pull) that make objects move. Students investigate and develop an understanding of how things (including people) move, through exploring push and pull forces they can use to move objects in ways such as sliding, bouncing and spinning. Students examine and explain the movement of objects. Through investigations, students observe and gather evidence about the movement of objects and explore the idea of fair testing. They draw conclusions about factors influencing movement and relate these to pushes and pulls. Through their investigations within this unit, students develop their skills of observing, describing, and communicating. This unit provides opportunities for students to explore and learn about movement, through hands on activities, observations, and guided experimentation. Students are provided with opportunities to ask and respond to questions, make predictions, compare their observations and share their ideas with others. Students use informal measurements to make and compare observations about movement. They sort observations and communicate their understandings in a variety of ways. Students have the opportunity to apply and explain science knowledge in a familiar situation, such as making a toy.</p> <p>This unit has been adapted from the Primary Connections , Foundation Year, Physical Sciences Unit – On The Move</p>				
			<p><b>Assessment: GTMJs</b></p> <p>L1 Initiate and communicate a response...</p> <p>L1 React to environmental changes...</p> <p>L2 Communicate choices and indicate...</p> <p>L2 Actively explore properties of....</p> <p>L3 Share discoveries through AAC, images..</p> <p>L3 Label, sort and group objects</p> <p>L4 Use AAC, images to demonstrate und....</p> <p>L4 Sort objects based on 2 properties</p> <p>L5 Share observations of familiar objects...</p> <p>L5 Identify how the environment effects...</p>	<p>L6 Follow instructions to record and...</p> <p>L6 Describe objects in everyday life</p> <p>L7 Follow instructions to record, represent observations....</p> <p>L7 Describe changes to living things</p> <p>L8 Use diagrams to represent and communicate ideas</p> <p>L8 Describe feature common to living things</p> <p><b>Monitoring:</b></p> <p>Science Tracking Tool (TBD)</p>	<p><b>Assessment: GTMJs</b></p> <p>L1 Initiate and communicate a response..</p> <p>L1 React to properties of familiar objects</p> <p>L2 Actively explore properties of familiar...</p> <p>L2 Deliberately initiate a cause to achieve..</p> <p>L3 Participate in structure investigations</p> <p>L3 Label, sort and group – specific property</p> <p>L4 Identify and label, indicate properties</p> <p>L4 Sort based on 2 properties</p> <p>L5 Describe properties of familiar objects</p> <p>L6 Make predictions and investigate...</p>	<p>L6 Describe the effect of interacting...</p> <p>L7 Pose questions and predict outcomes</p> <p>L7 Describe use of science in daily life</p> <p>L8 Make formal measurements</p> <p>L8 Understand behaviour of heat to....</p> <p><b>Monitoring:</b></p> <p>Science Tracking Tool (TBD)</p>	<p><b>Assessment: GTMJs</b></p> <p>L1 React to environmental change...</p> <p>L1 React and respond to effect of ....</p> <p>L2 Communicate choices and yes/no...</p> <p>L2 Initiate a cause to achieve the ...</p> <p>L3 Share discovers through AAC, images..</p> <p>L3 Label, sort and group based on one...</p> <p>L4 Sort objects based on 2 properties</p> <p>L4 Use AAC, images to demonstrate ...</p> <p>L5 Share observation of familiar objects..</p> <p>L5 Describe behaviours of familiar objects</p>	<p>L6 Make prediction and investigate</p> <p>L6 Follow instructions to record and sort..</p> <p>L7 Follow instruction to record,represent.</p> <p>L7 Pose questions and predict outcomes</p> <p>L7 Identify materials and resources – uses</p> <p>L8 Use diagrams to represent ideas</p> <p>L8 Make formal measurement and ..</p> <p>L8 Use understanding of Earth to...</p> <p><b>Monitoring:</b></p> <p>Science Tracking Tool (TBD)</p>	<p><b>Assessment: GTMJs</b></p> <p>L1 Accept/reject familiar objects/events</p> <p>L1 React to properties/behaviour of ...</p> <p>L2 Actively explore familiar objects</p> <p>L2 Initiate a cause to achieve the expected..</p> <p>L3 Share discoveries through AAC, pics...</p> <p>L3 Intentionally participate in structured..</p> <p>L4 Share understanding through AAC, pics..</p> <p>L4 Indicate some properties by gesture....</p> <p>L5 Share observation of familiar objects...</p> <p>L5 Make predictions and investigate</p>
TECHNOLOGY	0.5 hrs/wk	<p><b>My Family's Story (Digital Technology)</b></p> <p>In this unit, students use an ICT device and software to create, co-create and/or access an ICT presentation that communicates information about their family and/or home, using information and data collected throughout the Humanities and Social Sciences unit for this term. Students interact with and operate their presentation to share this information with their classmates.</p> <p><i>This unit has been designed to link to HASS Year A Term 1 My Home</i></p>		<p><b>The Shape I'm In (Design Technology)</b></p> <p>In this unit, students work individually or in teams as they develop and use their understandings of geometric shapes and design technologies to create a picture or a sculpture using 2D and 3D shapes for an art display. In consultation with the teacher, students decide on the topic of their artwork (e.g. person, house, vehicle, animal, landscape) and plan how to represent this using geometric shapes (2 dimensional or 3 dimensional). Students access appropriate resources to construct their artwork from a range of provided resources. Throughout the unit, students learn to use, and practice using, a range of tools, purposefully and safely, and using appropriate techniques, to create their artwork.</p> <p><i>This unit has been designed to link to Maths Year A Term 3 Shape</i></p>					

		Term 1	Term 2	Term 3	Term 4																																				
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HASS	1 hour/week	<p><b>My Home</b></p> <p>This unit incorporates aspects of the History, Geography and Civics &amp; Citizenship components of the Australian Curriculum. This semester long unit focusses student learning on their home and family. In this unit, students explore the present and the past to discover the story of their family and their home. Students learn about what makes their family and home unique and special. They investigate the role that their family has played in shaping them to be the person that they are today. Through exploring the lives of their parents and/or their grandparents growing up, students learn about the similarities and differences in family life by comparing the present with the past. Students investigate their relationships with a variety of people and places within their home.</p> <p>Throughout the unit, students investigate their family home as a 'place'. They observe and record the visible features of their home. They explore and learn about these features including how these features are used and how and why they are significant to them. They develop, and discover the answers to, questions about their home and develop understandings that their home is a place that has boundaries and features that can be represented on maps. Students learn to use maps and stories to identify their home and they learn to create maps, pictures and models to represent, and record its features.</p> <p>Throughout this unit, students investigate the inquiry question/s identified from the Australian Curriculum: Human and Social Sciences - Geography and Human and Social Sciences – History in relation to Australia:</p> <table border="1"> <thead> <tr> <th>Level</th> <th>History</th> <th>Geography</th> </tr> </thead> <tbody> <tr> <td>1 &amp; 2</td> <td>What is my name and what do I look like? What people are familiar and support me? What objects are familiar to me? What stories do other people have about my recent past? How can stories and events of my present and recent past be told and shared?</td> <td>What is my home like? What do I experience in my home? What do I like about my home?</td> </tr> <tr> <td>3-5</td> <td>Who am I? What people are part of my family? How can events and stories of the past be told and shared? What is my history and what objects relate to this? What stories do other people tell about my past? What is my history and how do I know?</td> <td>Where do I live? What is my home like? What makes my home special? How can I look after my home? What do my family and I do at home? What are the major features of my home? What does my home look like? What is my special place at home?</td> </tr> <tr> <td>6</td> <td>How has my home changed or remained the same over time? How has family life changed over time? How can we show that the present is different from or similar to the past? How do we describe the sequence of time?</td> <td>What are the different features of my home? How can I care for my home? How are different areas of my home arranged to suit different purposes?</td> </tr> <tr> <td>7</td> <td>What aspects of my family's past can you see at today? What do they tell us? How have changes in technology shaped home life in Australia?</td> <td>What is a home? How are people connected to their home? What factors affect my connection to my home? Why is my home special to me?</td> </tr> <tr> <td>8</td> <td>How has my home changed? What features have been lost and what features have been retained? How and why do people choose to remember significant events of the past?</td> <td>How and why is my home similar and different to homes in other countries/cultures? What makes my home unique?</td> </tr> </tbody> </table> <p><i>Links to Digital Technology Year A Term 1</i></p>		Level	History	Geography	1 & 2	What is my name and what do I look like? What people are familiar and support me? What objects are familiar to me? 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Students learn about what makes their school unique and special. Students investigate their relationships with a variety of people and places within their school and the role that their school has played in shaping them to be the person that they are today. Through exploring the lives of their parents and/or their grandparents growing up, students learn about the similarities and differences in school life by comparing the present with the past. They begin to explore the links and changes that occur over time. Students collect, compare and present information about schools of the past and present by exploring daily activities that occur at school, tools and technology used at school, school rules and consequences, and events held and celebrated at school. Through participating in this unit, students build their knowledge and understanding that the past is different to the present.</p> <p>Throughout the unit, students investigate their school as a 'place'. They observe and record the visible features of their school, including the natural and man-made features. They explore and learn about these features including how these features are used and how and why they are significant to them. They develop, and discover the answers to, questions about their school and develop understandings that their school is a place that has boundaries and features that can be represented on maps. Students learn to use maps and stories to identify their school and they learn to create maps, pictures and models to represent, and record its features.</p> <p>Throughout this unit, students investigate the inquiry question/s identified from the Australian Curriculum: Human and Social Sciences - Geography and Human and Social Sciences – History in relation to their school:</p> <table border="1"> <thead> <tr> <th>Level</th> <th>History</th> <th>Geography</th> </tr> </thead> <tbody> <tr> <td>1 &amp; 2</td> <td>What is my name and what do I look like? 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The Arts	1 hour/week	<p><b>Persuade Me (Drama)</b></p> <p>In this unit, students dramatise familiar stories that they have experienced through the English unit for Term 2. Students may participate in an accurate, direct role play of one of the persuasive texts, or they may innovate on the text to create their own dramatic representation of the story. Students explore how meaning can be created through dramatization with a focus on performance skills and dramatic elements to communicate a message to an audience.</p> <p><i>Links to English unit Year A Term 2 Persuade Me</i></p>		<p><b>Dance: You make me Feel like Dancing</b></p> <p>In this unit, students explore and experiment with dance movements in response to music including free and structured dance. Students experience different forms of dance including individual, line, circle and square dancing.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• explore, improvise and organise dance ideas to make dance sequences using the elements of dance (space, time, dynamics, relationships)</li> <li>• use fundamental movement skills to develop technical skills when practising dance sequences</li> <li>• present dance sequences that communicate ideas to an audience</li> <li>• respond to dances considering where and why people dance, including dances of Aboriginal and Torres Strait Islander peoples and Asian dance.</li> </ul> <p><i>This unit links to the Year A Term 4 HPE unit</i></p>																																					

		Term 1	Term 2	Term 3	Term 4
		Unit 1	Unit 2	Unit 3	Unit 4
HPE	2hrs/week	<p><b>Promoting Health: Good choices healthy me</b>            In this unit, students learn about the role of food and nutrition in enhancing health and wellbeing. The content supports students to develop knowledge, understanding and skills to make healthy, informed food choices and to explore the contextual factors that influence eating habits and food choices. Students learn how eating a selection of foods from the five food groups is necessary to support growth, energy needs, physical activity and general health and well-being. Students will investigate the Australian Guide to Healthy Eating and the Australian Dietary Guidelines and will be involved in planning and preparing healthy, snacks, meals and/or menus. Throughout the unit, students may be provided with opportunities to learn about the following:</p> <ul style="list-style-type: none"> <li>• food groups and recommendations for healthy eating (including The Australian Guide to Healthy Eating)</li> <li>• nutritional requirements and dietary needs (including The Australian Dietary Guidelines)</li> <li>• food labelling and packaging</li> <li>• food advertising</li> <li>• personal, social, economic and cultural influences on food choices and eating habits</li> <li>• strategies for planning and maintaining a healthy, balanced diet</li> <li>• healthy options for snacks, meals and drinks</li> <li>• sustainable food choices.</li> </ul>	<p><b>We Like To Move It Move It!</b>            In this unit, students learn about the role of physical activity in enhancing and maintaining overall health and well-being. Students learn about a range of healthy activities that may be engaged in to support fitness and for leisure and recreation purposes. They learn how participating in physical activity supports not only physical fitness, but also their emotional well-being. Students actively participate in a range of sports, games and physical activities. The focus for the unit is on students acquiring and practicing a range of skills to safely engage in enjoyable physical activities to support their overall health and well-being. There is also a focus on following rules and directions and being a good sport.</p> <p>Throughout this unit, students will have opportunities to learn, practice and apply skills in:</p> <ul style="list-style-type: none"> <li>• running, hopping, jumping and galloping;</li> <li>• rolling, throwing, catching, kicking and bouncing balls;</li> <li>• moving in an aquatic environment/swimming;</li> <li>• observing and describing how they feel after participating in a range of physical activities (physically and emotionally);</li> <li>• using personal and social skills to follow rules and cooperate with others.</li> </ul>	<p><b>My Body</b>            In this unit, students learn about their body. They learn to identify the various parts of their body and how they function. They explore how to look after their body, including healthy habits, how to keep their body fit and healthy and how to keep their body safe. Students explore and learn about the physical changes that occur as they age and grow and strategies to manage these changes.</p> <p>Please refer to the document Sexuality and Relationships Education at Nambour Special School to determine appropriate content to teach at each cohort level in relation to this unit.</p>	<p><b>You Make Me Feel like Dancing</b>            In this unit, students learn and use fundamental movement skills to move their body to music. Students may participate in free body movement in response to music as well as learning and performing more structured dance moves and dances.</p> <p><i>Links to The Arts Year A Term 4</i></p>
		<p><b>Assessment Tasks:</b>            Level 6 Good choices, healthy me            Level 7 Message targets</p>	<p><b>Assessment Tasks:</b>            Level 5 Let's get moving            Level 5 Catch that bean            Level 6 Playing with balls</p>	<p><b>Assessment Tasks:</b>            Level 5 I am growing and changing            Level 6 A little independence</p>	

Term 1	Term 2	Term 3	Term 4
Unit 1	Unit 2	Unit 3	Unit 4

**Year B Whole School Overview Levels 1 – Level 8 (Year 3)**

**Annual Class Literacy Plan**

Each teacher designs an annual literacy plan specific to the students in their class. The annual literacy plan aims to support students to practice and develop core literacy skills through providing frequent and repeated opportunities to engage in literacy activities. The annual literacy plan aligns with the Four Blocks literacy framework, acknowledging that all students learn in different ways. The annual literacy plan provides daily learning experiences in the areas (blocks) of guided reading, self-selected reading, writing and working with words. The annual literacy plan runs for the duration of the year alongside other English units of work. Students work towards individualised literacy learning goals within the annual literacy plan. Each student’s progress is regularly assessed by the teacher throughout the year and literacy activities are adjusted as required to ensure that each student is working towards literacy goals that support their continued literacy development.

**Assessment/Monitoring:** ELAT (OneSchool) PM Benchmark (OneSchool) ROW Sight Words (OneSchool)

<b>ENGLISH</b> 7 hours/week	<p><b>The Animals Inside</b> In this unit, students engage with a range of imaginative and informative texts about animals. Students investigate the features of imaginative and informative texts including text structure, purpose, images and language choices, and use graphic organisers to identify the similarities and differences between the two text types.</p> <p><b>Primary Context:</b> Students choose a favourite animal character from an imaginative text and gather factual information about that type of animal from an informative text. Students create an informative report about the animal they have chosen including some of the features of informative texts that they have learned about.</p> <p><b>Secondary Context:</b> Based on shared information, students brainstorm criteria to help determine whether a text is imaginative or informative. Students choose an animal character from an imaginative text and compare this character to information about the same type of animal in an informative text using information gained from text and images.</p>		<p><b>Retelling Cultural Stories</b> The focus of this unit is on developing the skills required to create and present an accurate retell. In this unit, students listen to, read, view and engage with a range of literary texts, in a variety of modes, including a wide selection of stories from different cultures. Students explore the various features of a range of texts, and learn about the importance of including specific and accurate details when creating a retell. Students learn to sequence events from a range of texts and select a favourite story to retell in a digital format.</p> <p><i>Structure and features of traditional stories</i></p> <p><b>Primary Context:</b> Nursery Rhymes and Fairy Tales</p> <p><b>Secondary Context:</b> Indigenous Stories and/or stories from Asia</p> <p><i>Links to Year B Term 2 The Arts ‘ Multicultural Visual Arts’</i></p>		<p><b>Aussie Characters – Exploring Australian texts</b> This is a literacy based unit with a focus on the guided/shared reading and writing blocks. Throughout this unit, students engage with a variety of imaginative and informative texts about Australian characters and read/listen for information about the characters. Students learn to use graphic organisers as a note taking tool, to record factual information extracted from texts. Students learn about the structure of informative texts and how to construct an informative text. They construct an informative text about a factual or fictional character from a text they have read or listened to.</p> <p><b>Primary Context</b> In this unit, students listen to, read and view a range of imaginative texts about Australian characters (animal and/or human), including some multi-modal texts. Students learn about the different features of multi-modal, informative texts. Students respond to questions about a story with Australian characters and create an informative, multimodal text about a character from a book they have encountered incorporating words, sound and images.</p> <p><b>Secondary Context</b> In this unit, students listen to, read and view informative texts about real-life Australian characters (e.g. athlete, television personality, historical person represented on Australian money etc.), including a range of multi-modal texts. Students learn about the features of multi-modal and informative texts. Students research and gather information about an Australian character and create a multi-modal digital biography of a real-life Australian character incorporating words, sound and images.</p>		<p><b>What’s the Procedure?</b> In this unit students explore procedure in imaginative and informative texts. Students engage with a range of procedural texts presented in both traditional and digital formats. Students learn about the purposes and importance of procedural texts and how they apply to their daily lives. Students explore the language and text structure of procedural texts, and investigate the procedures that they follow in their everyday lives. Students practice reading and following a range of procedural texts to achieve specific purposes (e.g. following a recipe to make a cake, following a visual schedule to complete a task, following instructions to construct a model). Students create a procedural text that reflects an aspect of their day, describes how to complete a task or describes the procedure of a story (e.g. First....., then....., finally) and present this procedure in a chosen format (e.g. digital, verbal, written/drawn).</p>	
	<p><b>Assessment:</b> GTMJ’s</p>	<p><b>Assessment Tasks:</b> Level 5 Writing an informative text Level 6 Writing an informative text Level 7 Writing an Informative Text</p> <p><b>Monitoring:</b> Curriculum Monitoring – English L 1-8 (StudentData)</p>	<p><b>Assessment:</b> GTMJ’s</p>	<p><b>Assessment Tasks:</b> Level 5 Retell a Cultural Story Level 6 Retell a Cultural Story Level 7 Comparing Cultural Stories</p> <p><b>Monitoring:</b> Curriculum Monitoring – English L 1-8 (StudentData)</p>	<p><b>Assessment:</b> GTMJ’s</p>	<p><b>Assessment Tasks:</b> Level 6 Character Description Level 7 Expressing a preference for a character</p> <p><b>Monitoring:</b> Curriculum Monitoring – English L 1-8 (StudentData)</p>	<p><b>Assessment:</b> GTMJ’s</p>	<p><b>Assessment Tasks:</b> Level 5 Multimodal Procedure Level 6 Creating digital procedural texts Level 7 creating digital procedural texts</p> <p><b>Monitoring:</b> Curriculum Monitoring – English L 1-8 (StudentData)</p>

		Term 1	Term 2	Term 3	Term 4			
		Unit 1	Unit 2	Unit 3	Unit 4			
MATHS	5 hours/week	<p><b>Number &amp; Collections</b></p> <p>The focus of this unit is developing and extending core numeracy skills. Throughout this unit, students will be immersed in mathematical experiences aimed at developing and improving their numeracy skills. Students will apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. These mathematical experiences will be repeated frequently to consolidate foundation learning concepts and make them automatic.</p> <p>Students will be explicitly taught</p> <ul style="list-style-type: none"> <li>Counting sequences (forwards, backwards, from different starting points, number that comes before and after _)</li> <li>Number names and numerals</li> <li>Copying and writing numerals</li> <li>Representing quantities, ordering quantities</li> <li>Matching numerals to quantities</li> <li>Representing and solving simple addition and subtraction problems</li> </ul> <p>This unit will run for the duration of the year alongside other mathematics units of work. Students work towards individualised numeracy goals within this unit. Each student's progress will be regularly assessed by the teacher and the numeracy activities provided will be adjusted as required to ensure that each student is working towards numeracy goals that support their continued numeracy development.</p>	<p><b>Measurement and Location</b></p> <p>Students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Students learn that comparing, measuring and locating help us to discover the world around us. Through the sub-strands Using units of Measurement, and Location and Transformation, Students have opportunities to develop understandings of</p> <ul style="list-style-type: none"> <li>The language of measurement and location</li> <li>Ways of measuring capacity, length and mass</li> <li>Measuring tools that will give the most accurate measurement</li> <li>How to compare two or more objects</li> <li>How to explain our measurements</li> <li>Where we use measurement in everyday life</li> <li>Using positional language</li> <li>Giving and receiving directions</li> <li>Spatial awareness</li> <li>Creating and interpreting simple maps</li> <li>Showing and interpreting position and pathways</li> </ul>	<p><b>Money and Shape</b></p> <p>Students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through the sub-strands Measurement and Geometry and Money and Financial Mathematics students have opportunities to develop understandings of</p> <ul style="list-style-type: none"> <li>Recognising 2D and 3D shapes</li> <li>Describing object, 2D and 3D shapes in the environment</li> <li>Sorting and classifying objects, 2D and 3D shapes in the environment</li> <li>Identifying a rule for a sort</li> <li>Recognising Australian coins and notes by their features</li> <li>The value of Australian coins and notes</li> </ul> <p>Throughout this unit, students will be provided with regular opportunities to practise and consolidate concepts such as</p> <ul style="list-style-type: none"> <li>Drawing two-dimensional shapes and creating three-dimensional models and nets</li> <li>Matching and sorting two-dimensional and three dimensional shapes based on their features</li> <li>Recognising and naming two-dimensional and three-dimensional shapes</li> <li>Identifying Australian notes and coins</li> <li>Adding notes and coins to calculate correct money</li> <li>Calculating correct change</li> </ul>	<p><b>Time &amp; Patterns</b></p> <p>In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Through engaging with the sub-strands: 'Using units of Measurement' (specifically time) and 'Patterns &amp; Algebra', students have opportunities to develop understandings of:</p> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>Ordering and sequencing events</li> <li>Identifying and measuring the duration of events</li> <li>Identifying times of day, days of week and months of year</li> <li>Telling the time on digital and analogue clocks</li> <li>Using calendars</li> <li>Counting Sequences to 31</li> <li>Reading and representing time</li> </ul> <p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>Identifying patterns in the environment</li> <li>Copying and describing simple patterns</li> <li>Counting sequences and number patterns</li> <li>2's, 5's and 10's counting sequences</li> <li>Continuing and developing patterns</li> </ul>			
		<p><b>Assessment: GTMJ's</b></p> <p>L1 Awareness of counting</p> <p>L1 Participate in making piles</p> <p>L1 Respond to objects put together/apart</p> <p>L1 Respond to sharing</p> <p>L2 Count to 3</p> <p>L2 Identify 'one' / 'lots'</p> <p>L2 Participate in counting activities</p> <p>L2 Show an understanding of 'more'</p> <p>L3 Connect number names, numerals to 3</p> <p>L3 Count to 5</p> <p>L3 Make and compare groups</p> <p>L3 Share/distribute objects</p> <p>L3 Use concrete materials to solve problem</p> <p>L4 Add to make 'more'/take 'less'</p> <p>L4 Connect number names, numerals to 5</p> <p>L4 Count to and from 10</p> <p>L4 Find the first and last in a sequence</p> <p>L4 Identify collecting 'same'/'different'</p> <p>L4 Order first 5 elements of a set</p> <p>L4 Use concrete materials to solve problem</p> <p>L5 count to and from 20</p> <p>L5 Make connections number names.....</p> <p>L5 Order small collections</p> <p>L5 Represent addition and sharing</p> <p>L6 Carry out simple addition/subtraction</p> <p>L6 Count to and from 100</p> <p>L6 Describe skip counting sequence</p> <p>L6 Identify representations of one half</p> <p>L6 Partition numbers using place value</p> <p>L7 Count to and from 1000</p> <p>L7 Divide collections into halves, quar....</p> <p>L7 Recognise increasing and decreasing..</p> <p>L7 Represent division by grouping</p> <p>L7 Represent multiplication by grouping</p> <p>L7 Use a range of strategies to solve...</p>	<p>L8 Classify numbers as odd or even</p> <p>L8 Count to and from 10000</p> <p>L8 Model unit fractions</p> <p>L8 Recall addition facts single digit</p> <p>L8 Recall multiplication facts single digit</p> <p>L8 Recognise connection between...</p> <p>L8 Solve multiplication problems using...</p> <p><b>Assessment Tasks:</b></p> <p>Level 5 Counting and connecting numerals, number names and quantities</p> <p>Level 6 Understanding numbers to 100</p> <p>Level 7 Understanding numbers to 1000 and partitioning</p> <p>Level 8 Understanding numbers to 10000 and partitioning</p> <p><b>Monitoring:</b></p> <p>Maths Tracking Tool</p>	<p><b>Assessment: GTMJ's</b></p> <p><b>Area</b></p> <p>L1-3 Encounter/explore concept/language</p> <p>L4 Explore measurement in practical...</p> <p>L5 Compare objects using mass length...</p> <p>L6 Order objects based on length, capacity</p> <p>L7 Order shapes and objects, informal</p> <p>L8 Use metric units - length mass capacity</p> <p><b>Capacity</b></p> <p>L1-3 Encounter/explore concert/language</p> <p>L4 Explore measurement in practical..</p> <p>L5 Compare objects using capacity</p> <p>L6 Order objects based on capacity</p> <p>L7 Order shapes/objects – informal units</p> <p>L8 Use metric units for capacity</p> <p><b>Length</b></p> <p>L1 React/respond measurement...</p> <p>L2 Participate in everyday measurement...</p> <p>L3 Solve simple mathematical...</p> <p>L4 Explore measurement attributes..</p> <p>L5 Compare objects using length</p> <p>L6 Order objects based on lengths</p> <p>L7 Order shapes and objects by length</p> <p>L8 Use metric units for length</p> <p>Mass</p> <p>L1-3 Encounter/explore concept/language</p> <p>L4 Explore measurement in practical...</p> <p>L5 Compare objects using mass</p> <p>L6 Order objects based on mass-informal</p> <p>L7 Order shapes and objects using mass</p> <p>L8 Use metric units for mass</p>	<p><b>Location</b></p> <p>L1 Explore space by moving and ....</p> <p>L2 Respond to specific instructions...</p> <p>L3 Follow simple instructions related...</p> <p>L4 Position items on instruction</p> <p>L5 Describe location using language...</p> <p>L6 Use the language of direction...</p> <p>L7 Interpret simple maps of familiar...</p> <p>L8 Match positions on maps</p> <p><b>Assessment Tasks:</b></p> <p>L6 Measuring using informal units</p> <p>L7 Ordering shapes and objects using informal units</p> <p><b>Monitoring:</b></p> <p>Maths Tracking Tool</p>	<p><b>Assessment: GTMJ's</b></p> <p><b>Shape</b></p> <p>L1 Respond to objects of varying shapes</p> <p>L2 Explore 2D shapes, 3D objects</p> <p>L3 Match shapes that are the same</p> <p>L3 Match objects that are the same</p> <p>L4 Match basic geometric objects to picture</p> <p>L4 Sort shapes into like groups</p> <p>L5 Sort 2D shapes</p> <p>L5 Sort 3D objects</p> <p>L6 Describe 2D shapes</p> <p>L6 Describe 3D objects</p> <p>L7 Draw 2D shapes</p> <p>L7 Recognise the features of 3D objects</p> <p>L8 Make models of 3D objects</p> <p><b>Money</b></p> <p>L1 React to financial situations</p> <p>L2 Respond to everyday financial situations</p> <p>L3 Use direct comparison, sort notes/coins</p> <p>L4 Use money in everyday financial situa...</p> <p>L5 Use the language of money</p> <p>L6 Recognise Australian coins by value</p> <p>L7 Associate collections of Aus coins with...</p> <p>L8 Count change to nearest 5c</p> <p>L8 Represent money values in various ways</p>	<p><b>Assessment Tasks:</b></p> <p>Level 6: Describing 2D shapes and 3D objects</p> <p>Level 7: Recognising 2D shapes 3D objects</p> <p>Level 8: Making models of 3D objects</p> <p>Level 6: Order Australian coins by value</p> <p>Level 7 Recognising the value of money and performing simple addition and subtraction calculations</p> <p>Level 8: Use Australian coins and notes to make money values in multiple ways and give change to the nearest 5c</p> <p><b>Monitoring:</b></p> <p>Maths Tracking Tool</p>	<p><b>Assessment: GTMJ's</b></p> <p><b>Time</b></p> <p>L1 Respond to daily routines</p> <p>L2 Respond to routine signals for daily...</p> <p>L3 Identify day and night events</p> <p>L3 Respond to pictorial schedule</p> <p>L4 Follow class pictorial schedule</p> <p>L4 Mark passing days on calendar</p> <p>L5 Connect events and days of the week</p> <p>L5 Explain the order and duration of events</p> <p>L5 Tell time to the hour</p> <p>L6 Describe duration</p> <p>L6 Tell time to the half hour</p> <p>L7 Tell time to the quarter hour</p> <p>L7 Identify months/season on a calendar</p> <p>L7 Use a calendar to identify the date</p> <p>L8 Tell time to nearest minute</p> <p><b>Pattern</b></p> <p>L1 Respond to number rhymes, songs...</p> <p>L2 Participate in everyday pattern active...</p> <p>L3 Match by single attribute</p> <p>L4 Create 2 element patterns by copying</p> <p>L4 Sort based on given attribute</p> <p>L5 Group based on common characteristics</p> <p>L6 Continue patters with numbers, objects</p> <p>L6 Describe skip counting sequences</p> <p>L7 Recognise increasing, decreasing 2s, 3s..</p> <p>L8 Continue patterns with addition,subtr..</p>

		Term 1	Term 2	Term 3	Term 4
		Unit 1	Unit 2	Unit 3	Unit 4
SCIENCE	1 hour/week	<p><b>Staying Alive</b></p> <p>In this unit students investigate the characteristics and needs of living things (animals and plants) in natural and man-made environments. Students learn that all living things have some characteristics in common and some characteristics that make them different from other living things. Students learn that the survival of all living things is reliant on basic needs being met and discuss the consequences for living things not having needs met. Throughout this unit, students learn that all animals, including humans, use their sensory organs to gather information about their environment. Students explore how these senses are used to gather information that allows living things to meet their basic needs for survival and how these senses can warn people and animals of dangers that might threaten their survival. Students consider the impact of human activity and natural events on the availability of basic needs and consider some sustainable practices they could implement to protect the Earth's resources and support the provision of the needs of living things.</p> <p>This unit has been adapted from the Primary Connections, Foundation Year, Biological Sciences Unit – Staying Alive</p>	<p><b>Spot the Difference</b></p> <p>In this unit, students investigate the properties of familiar materials (primarily food) and ways of changing these properties. They identify materials and their purposes. They describe the properties of materials and draw conclusions about the selection of particular materials according to their properties and purpose. Students will investigate how materials can be physically changed and combined, thereby changing the properties of materials and the purposes for which they can be used.</p> <p>Students will explore change through the context of food including spaghetti, chocolate and popcorn. Students will learn about how heating or cooling a food can change its properties and whether that change can be reversed or not. An investigation about which type of chocolate melts fastest will help students draw conclusions about how fast or slow changes can happen and the consequences of change.</p> <p>This unit has been adapted from the Primary Connections, Year 1, Chemical Sciences Unit – Spot The Difference</p>	<p><b>Weather in my World</b></p> <p><b>PRIMARY STUDENTS</b></p> <p>In this unit, through hands on activities, students learn about the weather and increase their knowledge about how the weather affects living things. Students learn to identify the weather, weather patterns and how the weather impacts on our everyday lives including our work and leisure activities and our decisions about what to wear and what to do. Students observe and investigate the weather and weather patterns and develop and increase their understanding about air, the sun, rain, clouds, wind and temperature.</p> <p><b>SECONDARY STUDENTS</b></p> <p>In this unit, students learn about severe weather phenomena, such as droughts, floods and cyclones and the serious impacts that these have on communities. Students investigate the impact that weather has on various industries such as horticulture, farming, fishing and tourism. Students learn about weather forecasting and how the accurate prediction of weather patterns and interpretation of weather forecasts are important to our economy and lifestyle.</p> <p>This unit has been adapted from the Primary Connections , Foundation Year, Earth and Space Sciences Unit – Weather in my World.</p>	<p><b>Push Pull</b></p> <p>This unit engages students in using their senses to observe and explore the properties and movement of objects. Students learn that objects do not move independently, but are moved by a force – either a push or a pull - and they learn to identify these forces. Through hands-on activities, students learn about and explore the forces of pushes and pulls. Students make predictions and engage in investigations about the effect that push and pull forces have on objects. They learn how a push or pull affects how an object moves or changes shape, and investigate and explain how pushes and pulls cause movement in objects used in their daily lives. Students engage in observations and gather evidence about the movement of familiar objects through different environments (e.g. air, water and on the ground) and share their observations. Students identify the effect of the pull of gravity and learn that both air and water can 'push'.</p> <p><i>Links to Year B Term 4 Design Technology 'Push Pull'</i></p>
		<p><b>Assessment: GTMJ's</b></p> <p>L1 Initiate and communicate a response... L1 React to environmental changes... L2 Communicate choices and indicate... L2 Actively explore properties of.... L3 Share discoveries through AAC, images.. L3 Label, sort and group objects L4 Use AAC, images to demonstrate und.... L4 Sort objects based on 2 properties L5 Share observations of familiar objects... L5 Identify how the environment effects...</p> <p>L6 Follow instructions to record and... L6 Describe objects in everyday life L7 Follow instructions to record, represent observations.... L7 Describe changes to living things L8 Use diagrams to represent and communicate ideas L8 Describe feature common to living things</p> <p><b>Monitoring:</b> Science Tracking Tool (TBD)</p>	<p><b>Assessment: GTMJ's</b></p> <p>L1 Initiate and communicate a response.. L1 React to properties of familiar objects L2 Actively explore properties of familiar... L2 Deliberately initiate a cause to achieve.. L3 Participate in structure investigations L3 Label, sort and group – specific property L4 Identify and label, indicate properties L4 Sort based on 2 properties L5 Describe properties of familiar objects L6 Make predictions and investigate...</p> <p><b>Monitoring:</b> Science Tracking Tool (TBD)</p>	<p>L6 Describe the effect of interacting... L7 Pose questions and predict outcomes L7 Describe use of science in daily life L8 Make formal measurements L8 Understand behaviour of heat to....</p> <p><b>Monitoring:</b> Science Tracking Tool (TBD)</p>	<p><b>Monitoring:</b> Science Tracking Tool (TBD)</p>
TECHNOLOGY	0.5 hrs/wk	<p><b>Staying Safe Using Digital Technology</b></p> <p>Using digital technologies to meet information, communication and recreational needs is becoming an increasing reality, and necessity of modern life. Interacting with others, and conducting day to day activities through online environments is fast becoming the most effective and efficient way of achieving daily tasks. In this unit, students explore how people use digital technologies and common information systems to meet their information, communication and recreational needs. Throughout this unit, students learn about the potential dangers of being online and interacting with others online, and measures they can take to increase their online safety. Students interact with digital technologies for a range of purposes and explore how digital technologies can be used to generate and record ideas and information, and effectively communicate these ideas and information to others. Students work individually or in pairs to research and record information about staying safe online and select a digital presentation method to create an interesting and engaging presentation to present this information to a selected audience.</p> <p><i>This unit has been designed to complement the Year B Term 1 HPE unit, Staying Safe.</i></p>			<p><b>Push Pull (Design Technology)</b></p> <p>In this unit, students develop their understandings of forces (push and pull), and design technologies as they design and/or follow a set of design instructions to create a product (toy, game or simple machine) that uses the force of push and/or pull to operate. In consultation with the teacher, students decide on a product they would like to create, and research and plan how to create it. Students access appropriate resources to construct their product from a range of provided resources. Throughout the unit, students learn to use, and practice using, a range of tools, purposefully and safely, and using appropriate techniques, to create and decorate their product.</p> <p><i>This unit has been designed to complement the Year B Term 4 Science unit</i></p>



		Term 1	Term 2	Term 3	Term 4																																			
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HASS	1 hour /week	<p><b>My Community (History, Geography, Civics &amp; Citizenship)</b>            This unit incorporates aspects of the History, Geography and Civics and Citizenship components of the Australian Curriculum. This semester long unit focusses student learning on the local community. Students learn about significant people in their local community in the present and the past. They investigate the roles these people undertake and how they help and have helped to shape the community to be what it is today. Students investigate their relationships with a variety of people within the local community and their own roles and responsibilities within the local community. Students observe and record the visible features of their local community. They explore and learn about these features including how these features are used and how and why they are significant to them. Through interacting with community elders, and exploring information and artefacts, students compare the present with the past to learn about the changes that have occurred in their community over time.</p> <p>Throughout the unit, students investigate their local community as a 'place'. They develop, and discover the answers to, questions about their community and develop understandings that their community is a place that has boundaries and features that can be represented on maps. Students learn to use maps and stories to identify their local community and they learn to create maps, pictures and models to represent, and record the features of, the community that they belong to.</p> <p>Throughout this unit, students investigate the inquiry question/s identified from the Australian Curriculum: Human and Social Sciences - Geography and Human and Social Sciences – History in relation to their local community:</p>		<p><b>My Country (History, Geography, Civics &amp; Citizenship)</b>            This unit incorporates aspects of the History and Geography components of the Australian Curriculum. This semester long unit focusses student learning on Australia. Students learn about what makes Australia unique and special. Students learn about significant Australians in the present and the past. They investigate the roles these people have played in shaping Australia to be the country that it is today. Students investigate their relationships with a variety of people and places within Australia. Students observe and record the visible features of Australia. They explore and learn about these features including how these features are used and how and why they are significant to them. Through interacting with community elders, and exploring information and artefacts, students compare the present with the past to learn about the changes that have occurred in Australia over time.</p> <p>Throughout the unit, students investigate Australia as a 'place'. They develop, and discover the answers to, questions about Australia and develop understandings that Australia is a place that has boundaries and features that can be represented on maps. Students learn to use maps and stories to identify Australia and they learn to create maps, pictures and models to represent, and record its features.</p> <p>Throughout this unit, students investigate the inquiry question/s identified from the Australian Curriculum: Human and Social Sciences - Geography and Human and Social Sciences – History in relation to Australia:</p>																																				
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3-5	What stories do other people tell about major milestones in my past? How can events and stories of the past be told and shared? What is my history and what objects relate to this? What stories do other people tell about my past? How can stories of my past be told and shared? What is my history and how do I know? What stories do other people tell about the past? How can stories of the past be told and shared?	What is Australia like? What makes Australia special? How can I look after my Australia?																																						
6	How has life in Australia changed or remained the same over time? How can we show that the present is different from or similar to the past? How do we describe the sequence of time?	What are the different features of Australia? How can I care for Australia?																																						
7	What aspects of Australia's past can you see at today? What do they tell us? What remains of Australia's past are important? Why? How have changes in technology shaped life in Australia?	What is a country? How are people connected to their country? What factors affect my connection to my country? Why is my country special to me?																																						
8	How has Australia changed? What features have been lost and what features have been retained? What is the nature of the contribution made by different groups and individuals to Australian history and what impact does this have on life in Australia today? How and why do people choose to remember significant events of the past?	How and why is my country similar and different to other countries?																																						
		<p><b>Assessment Tasks:</b></p>		<p><b>Assessment Tasks:</b></p>																																				

		Term 1	Term 2	Term 3	Term 4
		Unit 1	Unit 2	Unit 3	Unit 4
The Arts	1 hour/week		<p><b>Multi-Cultural Visual Art</b> Students explore a variety of visual artworks from a range of cultures. They learn how visual art is used in many cultures as a form of expression and a means of passing on cultural knowledge, beliefs and understandings. Students examine and learn about various artistic techniques associated with different cultures. Students experiment with creating their own visual art work using artistic techniques, themes and visual elements they have learned about throughout this unit of work.</p> <p><i>This unit complements the English unit 'Retelling Cultural Stories'</i></p>	<p><b>Aussie Characters (Media)</b> Media elements are arranged to express ideas. These elements include <b>framing</b> (camera placement, camera angle, shot size, camera movement); <b>setting</b> (location, décor and background); <b>appearance</b> (costume, prompts, ethnicity, age); <b>performance</b> (facial expressions, stance, gestures and movement, proximity); <b>lighting</b> (source, direction, quality); <b>sound</b> (music, voice, sound effects); <b>words</b> (titles, graphics, captions). Media elements are arranged into shots, scenes and sequences. By participating as artists and an audience, students understand that media art enhances the lives of individuals and communities.</p> <p><b>UNDER REVIEW – TO BE UPDATED</b></p> <p><i>This unit complements the English unit 'Retelling Cultural Stories'</i></p>	
	HPE	2hrs/week	<p><b>Staying Safe</b> This unit is based on the Daniel Morcombe Child Safety Curriculum and has been designed to deliver key safety messages to students. Students will learn how to recognise, react and report when they are unsafe or find themselves in situations that can have a significant detrimental effect on their physical, psychological or emotional wellbeing.</p> <p><i>This unit has links with the Year B, Term 1 Science Unit, Staying Alive (Using the senses to determine if a situation is safe)</i></p>	<p><b>Emotional Health</b> In this unit, students learn to recognise and identify different emotions in themselves and others. Through role-play, discussions, stories and viewing videos, students explore how various situations make them feel and appropriate ways of expressing and dealing with emotions. Students learn about how to promote positive emotional health through making healthy choices and about showing respect for others and helping to make others feel good about themselves.</p>	<p><b>Group Physical Games &amp; Athletics Skills</b> The focus for this unit is on acquiring and practicing a range of skills to safely participate in a variety of physical activities that support health, fitness and well-being including group games, team sports, and athletics. Students are supported to participate in and follow the rules of a variety of physical games and sports. Throughout the unit, students develop understandings of and have opportunities to practice fair play and good sportsmanship. Students learn about a range of healthy activities that may be engaged in to support fitness or for leisure and recreation purposes and the role of physical activity in enhancing and maintaining overall health and well-being. They learn how participating in physical activity supports not only physical fitness, but also their emotional well-being. Students actively participate in a range of sports, games and physical activities.</p> <p>Throughout this unit, students will have opportunities to learn, practice and apply skills in:</p> <ul style="list-style-type: none"> <li>• group games with and without equipment</li> <li>• ball skills</li> <li>• water based games</li> <li>• athletics</li> <li>• observing and describing how they feel after participating in a range of physical activities (physically and emotionally);</li> <li>• using personal and social skills to follow rules and cooperate with others.</li> </ul>
		<p><b>Assessment Tasks:</b> Level 6 My safety, my responsibility Level 7 Stay Safe</p>	<p><b>Assessment Tasks:</b> Level 6 We all belong</p>	<p><b>Assessment Tasks:</b> Level 6 I'm a 'balliever'! Level 6 Catch me if you can</p>	