



Nambour Special School – Two Year Cycle Curriculum 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
Year A Whole School Overview Levels 1 (Responsive) – Level 8 (Year 3)					
Annual Class Literacy Plan					
<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>					
ENGLISH 7 hours/week	<p>Why are Stories Important to Us?</p> <p>In this unit, students are learning about the role of stories in recording the past. Students are learning that stories are an important part of everyday life, because they help us to communicate, capture and shape our ideas and histories. Students will explore a range of imaginative and informative texts to discover how stories can be used to record and retell events. Students will explore a range of different ways in which texts and stories can be used to record past events and convey messages about issues that relate to themselves, their families and friends. Students will examine how stories can be used to pass on information about who we are, where we come from and our cultural beliefs and values. Students will use software to create and present a story that tells about a family member or event from their past. Planning for this unit may be integrated with planning for History and Technology Year A, Term 1 “My Family’s Story”</p>	<p>Persuade Me!</p> <p>In this unit, students learn how language and communication can be used to persuade and influence others. Students explore the use of persuasive language in a range of texts and examine the use of a range of techniques to more powerfully persuade others. Students create a persuasive text of their own, using the elements of persuasion learned about throughout the unit. Throughout this unit, students explore stories that persuade or influence and learn that stories are created for a purpose, are created for a particular audience, have particular features and language depending on their type and can be written, spoken or multi-modal.</p>	<p>Tell Me About It!</p> <p>The focus of this unit is developing the skills required to create and present an entertaining retell. In this unit, students listen to and engage with a range of literary texts, including some multi-modal texts, with a focus on how language is used to entertain through retelling events and stories. Students explore the various features of a range of texts, and learn about the importance of including specific details when creating a retell. Students learn to sequence events from a range of texts and select a favourite story to retell to classmates in a spoken or other agreed upon format. Students retell a familiar story by creating a digital text incorporating written, oral and pictorial information and present their retell orally to a familiar audience.</p>	<p>Time for a Rhyme</p> <p>Students listen to, read and view a range of poems and rhymes which may include nursery rhymes, limericks, rhyming stories and/or song lyrics. Students express their personal responses and thoughts about shared poems and rhymes. Students create an imaginative reconstruction of a poem or rhyme and present it to a familiar audience and reflect on their recitation.</p>	
	MATHS 5 hours/week	<p>Number & Collections</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. Students will be explicitly taught</p> <ul style="list-style-type: none"> Counting sequences (forwards, backwards, from different starting points, number that comes before and after _) Number names and numerals Copying and writing numerals Representing quantities, ordering quantities Matching numerals to quantities Representing and solving simple addition and subtraction problems <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>Measurement and Location</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"> The language of measurement and location Ways of measuring capacity, length and mass Measuring tools that will give the most accurate measurement How to compare two or more objects How to explain our measurements Where we use measurement in everyday life Using positional language Giving and receiving directions Spatial awareness Creating and interpreting simple maps Showing and interpreting position and pathways 	<p>Money and Shape</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"> Recognising 2D and 3D shapes Describing object, 2D and 3D shapes in the environment Sorting and classifying objects, 2D and 3D shapes in the environment Identifying a rule for a sort Recognising Australian coins and notes by their features The value of Australian coins and notes <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"> Drawing two-dimensional shapes and creating three-dimensional models and nets Matching and sorting two-dimensional and three dimensional shapes based on their features Recognising and naming two-dimensional and three-dimensional shapes Identifying Australian notes and coins Adding notes and coins to calculate correct money Calculating correct change 	<p>Time and Patterns</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 & Algebra’, students have opportunities to develop understandings of:</p> <p>Time</p> <ul style="list-style-type: none"> Ordering and sequencing events Identifying and measuring the duration of events Identifying times of day, days of week and months of year Telling the time on digital and analogue clocks Using calendars Counting Sequences to 31 Reading and representing time <p>Patterns</p> <ul style="list-style-type: none"> Identifying patterns in the environment Copying and describing simple patterns Counting sequences and number patterns 2’s, 5’s and 10’s counting sequences Continuing and developing patterns

		Term 1	Term 2	Term 3	Term 4
		Unit 1	Unit 2	Unit 3	Unit 4
SCIENCE	1 hour/week	<p>Schoolyard Safari</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). This unit has been adapted from the Primary Connections, Stage 1, Life and Living Unit “Schoolyard Safari”</p>	<p>What’s It Made Of?</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. This unit has been adapted from the Primary Connections , Early Stage 1, Natural and Processed Materials unit ‘What’s It Made Of?’</p>	<p>Water Works</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"> • What it feels, looks, smells, tastes and sounds like • How water is used • The Water Cycle and where water comes from • Water conservation and responsible use of water • The properties of water <p>This unit has been adapted from the Primary Connections , Stage 1, Earth and Beyond Unit - Water Works.</p>	<p>On the Move</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 & 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>
	TECHNOLOGY	0.5 hrs/wk	<p>My Family’s Story (Digital Technology)</p> <p>This unit provides opportunities for students to use technology to generate and record ideas and communicate simple messages. In this unit students use Information and Communication Technologies to create a presentation that communicates information about their family. This unit is linked to the English and History units for this term.</p>		<p>The Shape I’m In (Design Technology)</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 recycled materials 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) sourced from recycled materials. 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>

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The Arts 1 hour/week			<p>Persuade Me (Drama) 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>Dance: You make me Feel like Dancing Students explore and experiment with dance movements in response to a variety of music styles. Dance experiences throughout the unit include free and structured dance (moving in specific ways in response to teacher direction). Students experiment with a range of props and dance partners. Students experience different forms of dance as both an audience member and a participant, including line, circle and square dancing. Students explore and learn about how the body can move in response to music to express ideas and emotions.</p>
	HPE 2 hrs/week	<p>Promoting Health: I am What I eat!! 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"> • food groups and recommendations for healthy eating (including The Australian Guide to Healthy Eating) • nutritional requirements and dietary needs (including The Australian Dietary Guidelines) • food labelling and packaging • food advertising • personal, social, economic and cultural influences on food choices and eating habits • strategies for planning and maintaining a healthy, balanced diet • healthy options for snacks, meals and drinks • sustainable food choices. 	<p>We Like To Move It Move It! 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"> • running, hopping, jumping and galloping; • rolling, throwing, catching, kicking and bouncing balls; • moving in an aquatic environment/swimming; • observing and describing how they feel after participating in a range of physical activities (physically and emotionally); • using personal and social skills to follow rules and cooperate with others. 	<p>It's My Body 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 to keep it 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>You Make Me Feel like Dancing In this unit, the focus is on acquiring a range of physical skills with a specific focus on developing dance skills. Students learn a range of dances and experience both free and structured dance. This unit is closely linked with the Arts unit for this term.</p>
Year B Whole School Overview Levels 1 (Responsive) – Level 8 (Year 3)					
ENGLISH 7 hours/week	<p style="text-align: center;">Annual Class Literacy Plan</p> <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. 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>				

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		Unit 1	Unit 2	Unit 3	Unit 4
MATHS	5 hours/week	<p>The Animals Inside In this unit, students focus on animal characters in fictional stories, including picture books. Students engage with a range of stories with animal characters and factual texts about animals, and compare how fictional depictions of animals differ from factual ones (fact & fiction). Students explore how authors assign human qualities to animal characters (e.g. character traits, emotions, appearance, speech, thought processes & ideas, actions, clothing) to engage and entertain an audience. Students consider how assigning human qualities to animal characters enhances audience engagement with a story (e.g. audience can relate to the character, elicits an emotional response or attachment). Students engage in a character study and create an informative text about a fictional animal character in a familiar literary text, using ICT. As an extension, students may compare their fictional character to real life facts about the animal depicted.</p> <p>The Key concepts covered in this unit are:</p> <ul style="list-style-type: none"> • Fact or Fiction • Character Study • Writing an informative text 	<p>Retelling Cultural Stories This unit builds on the skills students developed throughout the term 3 English unit, 'Tell Me About It'. The focus of this unit is on continuing to develop 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>Aussie Characters – Exploring Australian texts Students have multiple opportunities to explore a range of Australian texts, including the oral narrative traditions of Aboriginal peoples and Torres Strait Islander peoples. Students explore the contemporary literature of these two cultural groups. Students explore text structure and organisation by responding to questions about an Australian story and creating a multi-modal digital biography of a character from an Australian story.</p>	<p>What's the Procedure? Students listen to, read, view and interpret a variety of everyday procedural texts and familiar stories that involve procedure. Students explore the structure and purpose of procedural texts. Students are involved in following a range of procedural texts (e.g. recipes, visual schedules, instructions) and creating a range of procedural texts that reflect aspects of their day, describe how to do something, or describe the procedure of a familiar story (e.g. first..., then..., at the end...). Students create a multimodal written and visual presentation of a procedure.</p>
		<p>Number & Collections 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. Students will be explicitly taught</p> <ul style="list-style-type: none"> • Counting sequences (forwards, backwards, from different starting points, number that comes before and after _) • Number names and numerals • Copying and writing numerals • Representing quantities, ordering quantities • Matching numerals to quantities • Representing and solving simple addition and subtraction problems <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>Measurement and Location 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"> • The language of measurement and location • Ways of measuring capacity, length and mass • Measuring tools that will give the most accurate measurement • How to compare two or more objects • How to explain our measurements • Where we use measurement in everyday life • Using positional language • Giving and receiving directions • Spatial awareness • Creating and interpreting simple maps • Showing and interpreting position and pathways 	<p>Money and Shape 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"> • Recognising 2D and 3D shapes • Describing object, 2D and 3D shapes in the environment • Sorting and classifying objects, 2D and 3D shapes in the environment • Identifying a rule for a sort • Recognising Australian coins and notes by their features • The value of Australian coins and notes <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"> • Drawing two-dimensional shapes and creating three-dimensional models and nets • Matching and sorting two-dimensional and three dimensional shapes based on their features • Recognising and naming two-dimensional and three-dimensional shapes • Identifying Australian notes and coins • Adding notes and coins to calculate correct money • Calculating correct change 	<p>Time & Patterns 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 & Algebra', students have opportunities to develop understandings of:</p> <p>Time</p> <ul style="list-style-type: none"> • Ordering and sequencing events • Identifying and measuring the duration of events • Identifying times of day, days of week and months of year • Telling the time on digital and analogue clocks • Using calendars • Counting Sequences to 31 • Reading and representing time <p>Patterns</p> <ul style="list-style-type: none"> • Identifying patterns in the environment • Copying and describing simple patterns • Counting sequences and number patterns • 2's, 5's and 10's counting sequences • Continuing and developing patterns

		Term 1	Term 2	Term 3	Term 4
		Unit 1	Unit 2	Unit 3	Unit 4
SCIENCE	1 hour/week	<p>Staying Alive</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>Spot the Difference (Primary Connections – Stage 1 – Natural & Processed Materials)</p> <p>In this unit, students explore physical changes occurring to familiar materials and apply this knowledge to create something they can use. Students will:</p> <ul style="list-style-type: none"> • explore everyday materials and their observable properties, such as colour, shape, size, texture, and thickness • investigate how materials can be physically changed (e.g. bending, twisting, pulling, cutting, heating, cooling, painting) • analyse how physical changes affect familiar/unfamiliar materials • create something useful by making physical changes to familiar materials.(Technology) 	<p>Weather in my World (Primary Connections – Early Stage 1 – Earth & Beyond)</p> <p>In this unit, 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.</p> <p>Students will:</p> <ul style="list-style-type: none"> • examine their current observations of the daily and seasonal changes • respond to questions about the weather, making observations using their senses • make links to how changes in the weather modify their behaviour and dress • listen to the stories about how Aboriginal and Torres Strait Islander concepts of time and weather patterns explain how things happen • formulate generalisations about how changes in the weather might affect plants and animals. 	<p>Push Pull (Primary Connections – Stage 1 – Energy & Change)</p> <p>In this unit, students explore and investigate the forces of push and pull and how they affect the movement of objects.</p> <p>Students will:</p> <ul style="list-style-type: none"> • observe, identify and describe pushes and pulls acting on objects • conduct simple investigations involving floating, sinking and falling through air and consider the forces involved • represent and explain their understanding of pushes and pulls • explore and explain the effect of gravity
	TECHNOLOGY	0.5 hrs/wk	<p>Staying Safe Using Digital Technology</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>This unit has been designed to complement the Year B Term 1 HPE unit, Staying Safe.</p>		

		Term 1	Term 2	Term 3	Term 4	
		Unit 1	Unit 2	Unit 3	Unit 4	
HASS	1 hour /week	<p>My Community (History, Geography, Civics & Citizenship) 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>My Country (History, Geography, Civics & Citizenship) 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>Celebrations and Commemorations (History) In this unit, students examine how different families and communities celebrate events. Students will examine:</p> <ul style="list-style-type: none"> • Celebrations and commemorations recognised and celebrated by my family • Ways in which we celebrate • How they, their family and friends commemorate past events that are important to them. • Different ways in which people from other cultures celebrate and the events celebrated in other cultures • Planning a celebration 		
	1 hour/week		<p>Multi-Cultural Visual Art 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>Aussie Characters (Media) Media elements are arranged to express ideas. These elements include framing (camera placement, camera angle, shot size, camera movement); setting (location, décor and background); appearance (costume, prompts, ethnicity, age); performance (facial expressions, stance, gestures and movement, proximity); lighting (source, direction, quality); sound (music, voice, sound effects); words (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>Students will create a story considering these elements – links to English, Technology</p> <p>UNDER REVIEW – TO BE UPDATED</p>		
HPE	2 hrs/week	<p>Staying Safe 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. This unit has links with the Year B, Term 1 Science Unit, Staying Alive (Using the senses to determine if a situation is safe)</p>	<p>Emotional Health 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>Group Physical Games & Athletics Skills The focus of this unit is on acquiring a range of skills for a range of circumstances including games, sport, recreation, leisure and fitness. Students are supported to participate in a variety of group physical games with rules and to develop a range of skills related to athletics in preparation for the school athletics carnival.</p>	<p>You Make Me Feel like Dancing In this unit, the focus is on acquiring a range of physical skills with a specific focus on developing dance skills. Students learn a range of dances and experience both free and structured dance. This unit is closely linked with the Arts unit for this term.</p>	