English

Years P–2

Unit 1: Exploring emotion in picture books
In this unit students listen to, read, view and interpret written picture books, including stories from Aboriginal and Torres Strait Islander cultures. They identify emotive content and justify their interpretations of the stories.
(This unit has been informed by aspects of Year 1 Unit 1 Exploring emotion in picture books)

Assessment
Monitoring task — Spoken presentation about character emotions

Unit 2: Creating persuasive imaginative texts
In this unit students read and view elements of persuasion in multimodal texts to create a spoken response (Prep), an innovation (Year 1) or a new blurb for a persuasive imaginative text (Year 2). Students publish their work digitally and present their new texts to their peers.
(This unit has been originally created for multi-level and has minor connections to Year 1 Unit 8 Creating digital texts)

Assessment
Assessment Name: Spoken personal response
Assessment Description: Students will give a personal response to a text, connect with personal experience and retell some chosen events.

Mathematics

Unit: 1 Duration: 10 weeks

- **Number and place value** (NPV) — count in ones forwards and backwards from different starting points, subitise to count small collections, quantify collections, identify quantities in different arrangements, connect number names, numerals and quantities.
- **Patterns and algebra** (PA) — identify patterns and non-patterns, describe, continue and create growing and repeating patterns, use number to describe patterns, identify missing elements in a pattern.
- **Using units of measurement** (UUM) — sequence familiar events, compare the duration of events, directly and indirectly compare objects based on length, mass and capacity.
- **Location and transformation** (LT) — interpret the language of location, follow and give simple instructions, describe position.
- **Data representation and interpretation** (DRI) — answer simple questions, pose simple questions, identify information gathered by asking and answering questions.

Assessment
YP Monitoring task: Number watch

**Number and Algebra**

**Number and place value**
Students count by naming numbers in sequences and subitise small collections of objects.

YP Monitoring task: Life in prep

Students compare and order the duration of events using the everyday language of time.

YP Monitoring task: Questions

Students answer yes/no questions to collect information.

Science

Years P–2

The living world
In this unit, students identify that living things have basic needs, including food and water, and have a variety of external features. They describe how living things change as they grow. Students understand that the needs of living things are met in the different places in which they live and suggest actions to improve the health of a habitat for living things. They begin to understand that observing is an important part of science and that scientists discuss and record their observations. They analyse different types of environments and how each provides for needs of living things. Students consider the impact of human activity and natural events on basic needs of living things. They share ideas about some sustainable practices that they could implement to support and protect their local living things.

Assessment
Assessment Name: Living things and their needs

Assessment Description: To represent and share observations about the needs of living things and how an environment can affect them.
History
Years P-2

Remembering the past
The key inquiry questions guiding this unit are:

For Prep:
- What stories do other people tell about the past?
- How can stories of the past be told and shared?

Assessment
Years P-2

Assessment Name: Collection of work Part A and B

Assessment Description:
Prep — Students undertake two assessment tasks through the course of the unit to form a collection of work, including; sequencing familiar events in order and relating a story about a family event from the past.
English
Years P–2

Unit 1: Exploring emotion in picture books
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(This unit has been informed by aspects of Year 1 Unit 1 Exploring emotion in picture books)

Assessment
Monitoring task — Spoken presentation about character emotions

Unit 2: Creating persuasive imaginative texts
In this unit students read and view elements of persuasion in multimodal texts to create a spoken response (Prep), an innovation (Year 1) or a new blurb for a persuasive imaginative text (Year 2). Students publish their work digitally and present their new texts to their peers.
(This unit has been originally created for multi-level and has minor connections to Year 1 Unit 8 Creating digital texts)

Assessment
Assessment Name: Written innovation on a text
Assessment Description: Students will create a written innovation on a text using persuasive language in an imaginative context.

Mathematics
Unit: 1 Duration: 10 weeks

- Number and place value (NPV) — sequence numbers, describe growing patterns, investigate the twos number sequence, represent 2-digit numbers, investigate parts and whole of quantities, show standard partitioning of ‘teen’ numbers, investigate subtraction, represent and solve simple addition and subtraction problems
- Using units of measurement (UUM) — sequence days of the week and months of the year, investigate the features and function of calendars, record significant events, compare time durations, investigate length, compare lengths using direct comparisons, make indirect comparisons of length, measure lengths using uniform informal units.
- Chance (C) — identify outcomes of familiar events that involve chance, describe events as ‘will happen’, ‘won’t happen’ or ‘might happen’.
- Data representation & interpretation (DRI) — gather data (by asking suitable questions), record data in a list & table, display data (sorting, stacking or by pictorial representation), describe displays

Assessment
- Y1 Monitoring task: Longer and shorter
  - Students measure and compare the lengths of pairs of objects using uniform informal units. (ACMMG019)
- Y1 Monitoring task: Exploring data representation
  - Students justify their representation of data (objects and drawings).
- Y2 Monitoring task: Counting capers
  - Students investigate number sequences.

Science
Years P–2
The living world
In this unit, students identify that living things have basic needs, including food and water, and have a variety of external features. They describe how living things change as they grow. Students understand that the needs of living things are met in the different places in which they live and suggest actions to improve the health of a habitat for living things. They begin to understand that observing is an important part of science and that scientists discuss and record their observations. They analyse different types of environments and how each provides for needs of living things. Students consider the impact of human activity and natural events on basic needs of living things. They share ideas about some sustainable practices that they could implement to support and protect their local living things.

Assessment
Assessment Name: Habitats
Assessment Description: To identify a range of habitats, and examine a local habitat, describing changes and suggestions to improve the habitat and to predict changes to a local habitat, sorting and recording observations.
History
Years P-2

Remembering the past
The key inquiry questions guiding this unit are:

For Year 1:

● How do we describe the sequence of time?

Assessment
Years P-2

Assessment Name: Collection of work Part A and B

Assessment Description:

Year 1 — Students undertake two assessment tasks through the course of the unit to form a collection of work, including;

sequencing events in order using everyday terms about the passing of time and developing a historical narrative about significant family event from the past.
Years P–2

Unit 1: Exploring emotion in picture books
In this unit students listen to, read, view and interpret written picture books, including stories from Aboriginal and Torres Strait Islander cultures. They identify emotive content and justify their interpretations of the stories.
(This unit has been informed by aspects of Year 1 Unit 1 Exploring emotion in picture books)

Assessment
Monitoring task — Spoken presentation about character emotions

Unit 2: Creating persuasive imaginative texts
In this unit students read and view elements of persuasion in multimodal texts to create a spoken response (Prep), an innovation (Year 1) or a new blurb for a persuasive imaginative text (Year 2). Students publish their work digitally and present their new texts to their peers.
(This unit has been originally created for multi-level and has minor connections to Year 1 Unit 8 Creating digital texts)

Assessment
Assessment Name: Written persuasive blurb
Assessment Description: Students will create a persuasive blurb promoting a text.

Mathematics
Unit: 1 Duration: 10 weeks
- Number and place value (NPV) — count collections in groups of ten, represent two-digit numbers, connect two-digit number representations, partition two-digit numbers, use the twos, fives and tens counting sequence, investigate twos, fives and tens number sequences, representing addition and subtraction, use part-part-whole relationships to solve problems, connect part-part-whole understanding to number facts, recall addition number facts
- Using units of measurement (UUM) — order days of the week and months of the year, use calendars to record and plan significant events, connect seasons to the months of the year, compare lengths using direct comparison, compare lengths using indirect comparison, measure and compare lengths using non-standard units
- Chance (C) — identify every day events that involve chance, describe chance outcomes, describe events as likely, unlikely, certain, impossible
- Data representation & interpretation (DRI) — collect simple data, record data in lists & tables, display data in a picture graph, describe outcomes of data investigations

Assessment
Y2 Monitoring task: Counting capers
Y2 Monitoring task: Describing outcomes of everyday events

Science
Years P–2
The living world
In this unit, students identify that living things have basic needs, including food and water, and have a variety of external features. They describe how living things change as they grow. Students understand that the needs of living things are met in the different places in which they live and suggest actions to improve the health of a habitat for living things. They begin to understand that observing is an important part of science and that scientists discuss and record their observations. They analyse different types of environments and how each provides for needs of living things. Students consider the impact of human activity and natural events on basic needs of living things. They share ideas about some sustainable practices that they could implement to support and protect their local living things.

Assessment
Assessment Name: How does it grow?
Assessment Description: To describe, represent, compare and communicate changes to a living thing as it grows.
History
Years P-2

Remembering the past
The key inquiry questions guiding this unit are:
For Year 2:

- What aspects of the past can you see today? What do they tell us?
- What remains of the past are important to the local community? Why?

Assessment
Years P-2

Assessment Name: Collection of work Part A and B

Assessment Description:

Year 2 — Students will undertake two assessment tasks through the course of the unit to form a collection of work, including; sequencing events in order using a range of terms related to time, describing a significant event in the local community and developing a narrative about this event.
English
Years 3–4
Unit 1: Investigating author’s language in a familiar narrative
In this unit, students listen to, view and read simple chapter books to explore the use of descriptive language in the construction of character. They also examine and analyse the language features and techniques used by the author. Through a written response or creation of a new chapter, trick or plan, students develop alternative behaviours and actions for a character.
(This unit has been informed by aspects of Year 4 Unit 1 Investigating author’s language in a familiar narrative)
Assessment
Year 4 Monitoring task 1 — Reading comprehension: How do authors and illustrators use language to make stories interesting?
Year 4 Monitoring task 2 — Written response: Writing a new chapter

Unit 2: Creating persuasive articles
In this unit, students read, view and analyse digital, written and spoken persuasive texts. They use their growing knowledge of literature and language to write a persuasive magazine article.
(This unit has been informed by aspects of Year 3 Unit 1 Analysing and creating a persuasive text)
Assessment
Assessment - Creating a persuasive text for a magazine article
Students plan, draft and edit a written persuasive article.

Mathematics
Unit: 1 Duration: 10 weeks
- **Number and place value (NPV)** — make connections between representations of numbers, partition and combine numbers flexibly, recall multiplication facts, formulate, model and record authentic situations involving operations, compare large numbers, generalise from number properties and results of calculations and derive strategies for unfamiliar multiplication and division tasks
- **Fractions and decimals (FD)** — communicate sequences of simple fractions
- **Patterns and algebra (PA)** — use properties of numbers to continue patterns
- **Using units of measurement (UUM)** — use appropriate language to communicate times, compare time durations and use instruments to accurately measure lengths
- **Chance (C)** — compare dependent and independent events, describe probabilities of everyday events
- **Data representation and interpretation (DRI)** — collect and record data, communicate information using graphical displays and evaluate the appropriateness of different displays.

Assessment
Monitoring task: Number detective
Students apply place value to assist calculations and solve problems and recognise, model, represent and order numbers to at least 10 000.
Monitoring task: Measuring length
Students measure, order and compare objects using familiar metric units of length, mass and capacity.

Science
Years 3–4
Life and living
In this unit, students will understand what constitutes a living thing, and that living things can be distinguished from non-living things. They justify groupings of living and non-living things according to observable features, and recognise once-living things. Students investigate lifecycles and examine relationships between living things and their dependence on the environment. By considering human and natural changes to the habitats, students predict the effect of these changes on living things, including the impact on the survival of the species. Students recognise where people use science knowledge in their lives. Students describe situations where science understanding can influence their own and others’ actions. They make predictions and observations and record data about living and non-living things in their local environment, offering explanations for their findings. They complete simple reports to communicate their findings.

Assessment
Assessment name: Mapping lifecycles and relationships
Assessment type: Poster/multi-modal presentation
Assessment purpose: To understand how relationships of living things impact on their lifecycle. To describe situations where science understanding can influence actions, and organise and communicate data.
History
Years 3-4
Celebrating and commemorating our history

The key inquiry questions guiding this unit are:

For Year 4:

- Why did the great journeys of exploration occur?
- Why did the Europeans settle in Australia?

Assessment

Assessment Name: Collection of work Part A, B and C

Assessment Description:

Year 4 – Students undertake three assessment tasks through the course of the unit to form a collection of work, including; using a database to locate information about a convict of the First Fleet, selecting significant events in the life of a convict to sequence on a timeline and writing a historical narrative from the perspective of a convict of the First Fleet.
English
Years 5–6

Unit 1: Short Stories
In this unit students listen to and read a range of short stories by different authors. They investigate and compare similarities and differences in the ways authors use text structure, language features and strategies to create humorous effects. Students complete a comprehension task about a particular short story and other short stories they have read.

(This unit has been informed by aspects of Year 6 Unit 1 Short stories)

Assessment

Years 5–6
Reading comprehension – Short stories

Unit 2: Examining media texts
In this unit, students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts.

Students apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts. They create a digital multimodal feature article, including written and visual elements, from a particular viewpoint.

This unit is based on Year 5 Unit 3 ‘Examining media texts’.

Assessment

Assessment - Multimodal feature article
Students select information and create a multimodal feature article that presents a particular point of view about an environmental issue.

Mathematics

Unit: 1 Duration: 10 weeks

- **Number and place value** (NPV) — make connections between factors and multiples, identify numbers that have 2, 3, 5 or 10 as factors, use rounding and estimating to check the reasonableness of answers, represent multiplication and division using the split and compensate strategy, choose appropriate procedures to represent the split and compensate strategy of multiplication and division, use a written strategy for addition and subtraction, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems.

- **Fractions and decimals** (FD) — recognise and model fractions flexibly, use materials and diagrams to perform addition or subtraction of fractions with like denominators, use materials and diagrams to model the addition and subtraction of fractions with like denominators, compare and order unit fractions, explore hundredths and represent fractions on number lines.

- **Using units of measurement** (UUM) — investigate time concepts and the measurement of time, read and represent 24-hour time, measure dimensions, estimate and measure the perimeters of rectangles, investigate metric units of area measurement, estimate and calculate area of rectangles.

- **Chance** (C) — make connections between chance experiments and develop an understanding of possible outcomes, carry out experiments, interpret chance information, explain, predict and justify chance experiments, apply understandings of probability and data collection to investigate the fairness of a game.

- **Data representation and interpretation** (DRI) — build an understanding of data, develop the skill of defining numerical and categorical data, explain why data is either numerical or categorical, develop an understanding of why data is collected, choose appropriate methods to record data, interpret data, generalise by composing summary statements about data.

Assessment

**Y5 Monitoring task: Accent on area**
Students will be required to choose appropriate units and find the area of rectangles.

**Y5 Monitoring task: Perfecting perimeter**
Students will be required to choose appropriate units and find the perimeter of rectangles.

**Y5 Monitoring task: Ticking away time**
Students will be required to convert between 12- and 24-hour time.

**Y5 Monitoring task: Conducting a chance experiment**
Students will be required to apply understandings of probability and data collection to conduct a Mathematical guided inquiry to investigate the fairness of a game.
Science
Years 5–6
Diversity and interaction in the living world
In this unit, students will explore the structural features and behavioural adaptations that assist living things to survive in their environment. They will use simulations to plan and conduct fair tests and analyse the results of these tests. Students will investigate the relationship between the growth and survival of living things and the physical conditions of their environment. They will investigate factors that influence how animals survive in extreme environments. Students will develop an understanding of Australian Aboriginal peoples' knowledge of the environment that enables them to live sustainably.

Assessment
Assessment name: Create a creature
Assessment description: Students will create a fictional creature and describe the relationship between structural features and behavioural adaptations needed to survive in an environment and use data to suggest explanations consistent with environmental data.

History
Years 5–6
Exploring change and continuity in Australia
The key inquiry questions guiding this unit are: For Year 5:
- What do we know about the lives of people in Australia's colonial past and how do we know?
- How did an Australian colony develop over time and why?
- How did colonial settlement change the environment?

Assessment
- Assessment Name: Collection of work Part A and B
- Assessment Description:
- Year 5 – Students identify the cause and effect of changes and continuities in a colony and develop a description of the experiences of a free settler.
English

Years 5–6

Unit 1: Short Stories
In this unit students listen to and read a range of short stories by different authors. They investigate and compare similarities and differences in the ways authors use text structure, language features and strategies to create humorous effects. Students complete a comprehension task about a particular short story and other short stories they have read.

(This unit has been informed by aspects of Year 6 Unit 1 Short stories)

Assessment

Years 5–6

Reading comprehension – Short stories

Unit 2: Examining media texts
In this unit, students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts.

Students apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts. They create a digital multimodal feature article, including written and visual elements, from a particular viewpoint.

This unit is based on Year 5 Unit 3 ‘Examining media texts’.

Assessment

Assessment - Multimodal feature article
Students select information and create a multimodal feature article that presents a particular point of view about an environmental issue.

Mathematics

Unit: 1  Duration: 10 weeks

- **Number and place value** (NPV) — identify and describe properties of prime and composite numbers, select and apply mental and written strategies to problems involving whole numbers and the four operations.
- **Fractions and decimals** (FD) — order and compare fractions with related denominators, add and subtract fractions with related denominators, calculate the fraction of a given quantity and solve problems involving the addition and subtraction of fractions, find a simple fraction of a quantity, make connections between equivalent fractions, decimals and percentages.
- **Money and financial mathematics** (MFM) — investigate and calculate percentage discounts of 10%, 25% and 50% on sale items.
- **Using units of measurement** (UUM) — solve problems involving the comparison of lengths and areas, interpret and use timetables
- **Chance** — represent the probability of outcomes as a fraction or decimal, conduct chance experiments.
- **Data representation and interpretation** (DRI) — revise different types of data displays, interpret data displays, investigate the similarities and differences between different data displays and identify the purpose and use of different displays, identify the difference between categorical and numerical data.

Assessment

Y6 Monitoring task: Connecting fractions, decimals and percents
Students make connections between equivalent fractions, decimals and percentages.

Y6 Monitoring task: Find a fraction of them
Students find a simple fraction of a quantity.
Science
Years 5–6
Diversity and interaction in the living world
In this unit, students will explore the structural features and behavioural adaptations that assist living things to survive in their environment. They will use simulations to plan and conduct fair tests and analyse the results of these tests. Students will investigate the relationship between the growth and survival of living things and the physical conditions of their environment. They will investigate factors that influence how animals survive in extreme environments. Students will develop an understanding of Australian Aboriginal peoples' knowledge of the environment that enables them to live sustainably.

Assessment
Assessment name: Mouldy bread
Assessment description: Students will develop an investigation question, design and conduct an investigation including identifying potential risks and variables to be changed and measured. To collect, organise and analyse data to identify environmental factors that contribute to mould growth in bread and apply this knowledge.

History
Years 5-6
Exploring change and continuity in Australia
The key inquiry questions guiding this unit are: For Year 6:

- Why and how did Australia become a nation?
- How did Australian society change throughout the twentieth century?

Assessment
- **Assessment Name:** Collection of work Part A and B
- **Assessment Description:**
- **Year 6** – Students identify change and continuity before and after Federation and describe the causes and effects of these changes on Australian society, and develop a description comparing experiences of different groups in Australia during the 20th century.