

		SEMESTER ONE			SEMESTER TWO		
ENGLISH	CURRICULUM KNOWLEDGE	<p>Imaginative focus: Narrative</p> <p>Stories of families and friends (U2)</p> <ul style="list-style-type: none"> Explore texts to analyse how they convey a message that relate to family and friends Write a new narrative about family relationships and/or friendships for a familiar animal character 	<p>Persuasive focus: Poems</p> <p>Reading, writing and performing poetry (U1)</p> <ul style="list-style-type: none"> Listen to a range of poems Create a poetry innovation Present a poem to the class Explain a preference for aspects of a poem 	<p>Informative focus: Procedure</p> <p>Exploring procedural text (U4)</p> <ul style="list-style-type: none"> Listen to, read and view a range of procedural texts Explore structural elements and language features from procedural texts Create, rehearse and present a procedure in front of their peers. 	<p>Imaginative focus: Narrative</p> <p>Exploring characters in stories (U3)</p> <ul style="list-style-type: none"> Listen to, read, view and interpret spoken, written and multimodal literary texts Identify some features of characters Create character descriptions. 	<p>Informative focus: Description</p> <p>Exploring informative texts (U5)</p> <ul style="list-style-type: none"> Read, view and listen to a range of informative texts Compare the text structures and language features of imaginative and informative texts. Create an informative text with a supporting image. 	<p>Narrative focus: Story</p> <p>Exploring plot and characterisation in stories (U6)</p> <ul style="list-style-type: none"> Students explore a variety of stories in picture books and to explore how stories use plot and characterisation Understand the purpose of narrative texts and how they engage an audience. Create an imaginative event to be added to a familiar narrative
		6 weeks	4 weeks	6 weeks	5 weeks	5 weeks	6 weeks
	TEXTS	<ul style="list-style-type: none"> Lucy Goosey Cranky Bear series 	<ul style="list-style-type: none"> The Puffin book of fantastic first poems Doodledum dancing Can I cuddle the moon? Lizzy Lee 	<ul style="list-style-type: none"> Procedural texts <ul style="list-style-type: none"> Making fairy bread How to brush your teeth How to make a sandwich 	<ul style="list-style-type: none"> eBook - Cinderella: A fairy tale eBook - Cinder's Rox Cinderella Around the World The three little pigs The true story of the 3 little pigs 	<ul style="list-style-type: none"> Australian Animals (Curriculum Room) Koala, Platypus, Wombat, Emu, Echidna 	<ul style="list-style-type: none"> Toy boat Spirit of hope Stuck*
	SKILL DEVELOPMENT	<ul style="list-style-type: none"> Spelling – weekly lists Spelling – context of a text Narrative text structure Evaluative language Expanded noun groups Simple and compound sentences 	<ul style="list-style-type: none"> Spelling – weekly lists Spelling – context of a text Expressing a preference Phonemic awareness: manipulate sound combinations Poem structure and language features 	<ul style="list-style-type: none"> Spelling – weekly lists Spelling – context of a text Text structure – Procedure Nouns & noun groups Verbs for commands Presentation skills – clear voice, facial expression, gestures, eye contact, opening and closing statements 	<ul style="list-style-type: none"> Spelling – weekly lists Spelling – context of a text Literal meaning in texts Make inferences Similarities and differences between characters Express a preference for a character Evaluative language to describe characters Simple and compound sentences 	<ul style="list-style-type: none"> Spelling – weekly lists Spelling – context of a text Text structure – informative text Factual information Nouns & noun groups Headings Topic-specific vocabulary Simple and compound sentences Verb tense (present) 	<ul style="list-style-type: none"> Spelling – weekly lists Spelling – context of a text Expanded noun groups Compound sentences Vocabulary (adjectives and verbs) Capital letters for proper nouns Compound words
	ASSESSMENT	<p>Summative assessment</p> <p>Students create a new narrative about family relationships and/or friendships for a familiar animal character.</p>	<p>Summative assessment</p> <p>Students create and present an innovation of a known poem to a familiar audience.</p>	<p>Summative assessment</p> <p>Students create, rehearse and present a multimodal procedure.</p>	<p>Summative assessment</p> <p><u>Assessment task 1</u> – Students compare characters in two versions of the same story and express a preference for a character.</p>	<p>Summative assessment</p> <p>Students create an informative text with a supporting image.</p>	<p>Summative assessment</p> <p><u>Assessment task 1</u> - Students write an imaginative event to add to a familiar narrative and support the event with appropriate images that match the text.</p>
	Text – Cranky Bear	Text – Lizzy Lee		Text – Cinderella, Cinder's Rox	Text – Koala's	Text 1 – Spirit of hope	

MATHEMATICS

		SEMESTER ONE		SEMESTER TWO	
CURRICULUM KNOWLEDGE	Unit 1	Unit 2	Unit 3	Unit 4	
	Students develop understandings of:	Students develop understandings of:	Students develop understandings of:	Students develop understandings of:	
	<ul style="list-style-type: none"> Number and place value — count collections in groups of ten, represent two-digit numbers, read and write 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, represent addition and subtraction, use part-part-whole relationships to solve problems, connect part-part-whole understanding to number facts, recall addition number facts, add strings of single-digit numbers, add 2-digit numbers, represent multiplication and division, solve simple multiplication and division problems. Using units of measurement — 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 — identify every day events that involve chance, describe chance outcomes, describe events as likely, unlikely, certain, impossible. 	<ul style="list-style-type: none"> Number and place value — recall addition subtraction number facts, represent two-digit numbers, partition two-digit numbers into place value parts, represent addition situations, describe part-part-whole relationships, add & subtract single and two-digit numbers, solve addition and subtraction problems, represent multiplication, represent division, solve simple grouping and sharing problems. Fractions and decimals — represent halves and quarters and eighths of shapes, represent halves and quarters of collections, represent eighths of shapes and collections, describe the connection between halves, quarters and eighths, and solve simple number problems involving halves, quarters and eighths. Money and financial mathematics — describe the features of Australian coins, count coin collections, identify equivalent combinations, identify \$5 & \$10 notes, count small collections of coins and notes Patterns and algebra — identify the 3s counting sequence, describe number patterns, identify missing elements in counting patterns, and solve simple number pattern problems. 	<ul style="list-style-type: none"> Number and place value — count to and from 1000, represent three-digit numbers, compare and order three-digit numbers, partition three-digit numbers, read and write three-digit numbers, recall addition number facts, identify related addition and subtraction number facts, add and subtract with two-digit numbers, represent multiplication and division, use multiplication to solve problems, and count large collections. Fractions and decimals — divide shapes and collections into halves, quarters and eighths, solve simple fraction problems. Money and financial mathematics — count collections of coins and notes, make and compare money amounts, read and write money amounts, compare money amounts. Using units of measurement — compare and order objects, measure length, area and capacity using informal units, identify purposes for calendars, explore seasons and calendars. Location and transformation — describe the effect of one-step transformations including turns, flips and slides, and identify turns, flips and slides in real world situations. 	<ul style="list-style-type: none"> Number and place value - recall addition and subtraction number facts, use the inverse relationship, identify compatible numbers, add single-digit and two-digit numbers, add three-digit numbers and subtract two-digit numbers, identify related addition and subtraction facts, use place value to solve addition and subtraction problems. Fractions and decimals — identify halves, quarter and eighths of shapes and collections. Using units of measurement — directly compare mass of objects, use informal units to measure mass, length, area and capacity of objects and shapes, compare and order objects and shapes based on a single attribute, tell time to the quarter hour. Shape — draw and describe two-dimensional shapes, describe the features of three-dimensional objects. Location and transformation — identify half and quarter turns, represent flips and slides, interpret simple maps. Chance — predict the likelihood of an event based on data. Data representation and interpretation — Use data to answer questions, represent data. 	
SKILL DEVELOPMENT	<ul style="list-style-type: none"> Days of the week Counting 2s, 5s, 10s Months of the year Number facts Operations Number patterns 	<ul style="list-style-type: none"> 2D and 3D shapes Measurement Two-digit numbers Counting in 3s Money Number facts Operations Time Number facts Operations Seasons 	<ul style="list-style-type: none"> Counting in 5s Fractions - wholes/ halves Counting in 1s, 2s, 10s Measurement Money Seasons Number facts Operations 2D shapes Chance 	<ul style="list-style-type: none"> Chance Addition facts Measurement Data Shape -3D shapes Number facts Operations Fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$ 	
ASSESSMENT	<p>Summative assessment</p> <p><i>Counting and calculating to and from 1000</i> – Students count to and from 1000 and perform simple addition and subtraction problems using a range of strategies.</p> <p><i>Collecting and representing data</i> – Students collect, organise and represent data to make simple inferences.</p>	<p>Summative assessment</p> <p><i>Recognising the value or money and performing simple addition and subtraction calculations</i> – Students associate collections of Australian notes and coins with their values. They solve simple addition and subtraction problems using a range of strategies.</p> <p><i>Investigating simple maps of familiar locations</i> – Students use simple strategies to reason and solve a location inquiry question.</p> <p><i>Identifying number patterns and telling time to the quarter hour</i> – Students describe number patterns, identify missing elements and tell time to the quarter hour.</p>	<p>Summative assessment</p> <p><i>Ordering shapes and objects using informal units</i> – Students measure, compare and order several objects using uniform informal units.</p> <p><i>Counting, multiplying and dividing</i> – Students count, model and represent numbers to and from 1 000 and represent multiplication and division by grouping into sets. To divide collections and shapes into halves, quarter and eighths and solve simple problems.</p> <p><i>Using a calendar to identify dates and the months included in seasons</i> – Students use a calendar to identify dates and the months included in seasons.</p>	<p>Summative assessment</p> <p><i>Recognising two-dimensional shapes and recognise the features of three-dimensional objects</i> – Students draw two-dimensional shapes and recognise the features of three-dimensional objects.</p> <p><i>Explaining transformations</i> – Students explain the effects of one-step transformations.</p> <p><i>Representing data and chance</i> – Students describe outcomes for everyday events, collect, organise, represent and make sense of collected data, and make simple inferences.</p>	
<i>Maths assessment tasks to be reviewed in 2021</i>					

		SEMESTER ONE	SEMESTER TWO
		DIGITAL TECHNOLOGIES	DESIGN AND TECHNOLOGIES
TECHNOLOGIES	CURRICULUM KNOWLEDGE	<p>Unit 1: Computers – Handy Helpers</p> <p>In this unit students will learn and apply Digital Technologies knowledge and skills through guided play and tasks integrated into other subject areas. They will:</p> <ul style="list-style-type: none"> recognise and explore how digital and information systems are used for particular purposes in daily life collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning describe and represent a sequence of steps and decisions (algorithms) to solve simple problems in non-digital and digital contexts develop foundational skills in systems and computational thinking, applying strategies such as exploring patterns, developing logical steps and hiding unnecessary information, when solving simple problems work independently and with others to create and organise ideas and information, and share these with known people in safe online environments. 	<p>Unit 1: Spin it! <i>Engineering principles and systems</i></p> <p>In this unit, students will explore how technologies use forces to create movement in products. They will design and make a spinning toy for a small child that is fun and easy to use. Suggestions for alternate projects are also described.</p> <p>Students will apply processes and production skills, in:</p> <ul style="list-style-type: none"> investigating spinning toys from around the world, and analysing how they are made and how they work generating and developing design ideas, and communicating these using simple drawings producing a functional product that appeals to the client evaluating their design and production processes collaborating and managing by working with others and by sequencing the steps for the project. <p>Suggested partner unit: Science Year 2 Unit 2 – Toy factory</p>
	ASSESSMENT	<p>Summative assessment</p> <p><u>Assessment task 1</u> – Collect, sort and organise data</p> <p><u>Assessment task 2</u> – Programming a floor robot</p> <p>Students identify the purposes of common digital systems, represent data to make meaning, create and share information using collected data to convey meaning, and design an algorithm to solve a problem.</p>	<p>Summative assessment</p> <p>Students design and make a spinning toy for a small child that is fun and easy to use.</p>

		SEMESTER ONE	SEMESTER TWO
SCIENCE	CURRICULUM KNOWLEDGE	<p>Unit 1: Mix, make and use</p> <p>Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students understand that science involves asking questions about, and describing changes to, familiar objects and materials. They describe changes made to materials when combining them to make an object that has a purpose in everyday life. Students pose questions, make predictions and follow instructions to record observations in a guided investigation. They represent and communicate their observations using scientific language.</p>	<p>Unit 2: Toy Factory</p> <p>Students understand how a push or pull affects how an object moves or changes shape. They understand that science involves asking questions about and describing changes in the way an object moves or can be moved and how this knowledge is used in their daily lives. They pose questions and make predictions about changes that can affect how an object moves, and investigate and explain how pushes and pulls cause movement in objects, comparing their observations with predictions. They use informal measurements to make and compare observations about movement and sort information about the way toys move. They then apply this science knowledge in explaining how pushes and pulls can be used to change the movement of a toy or object they create.</p>
	ASSESSMENT	<p>Unit 3: Good to grow</p> <p>Students examine how living things, including plants and animals, change as they grow. They ask questions about, investigate and compare the changes that occur to different living things during their life stages. Students consider how Aboriginal peoples and Torres Strait Islander peoples living a traditional lifestyle use the knowledge of life stages of animals and plants in their everyday lives. They conduct investigations including exploring the growth and life stages of a class animal and plant. Students respond to questions, make predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas.</p> <p>Summative assessment</p> <p><i>Combining materials for a purpose</i> – Students investigate the combination of materials used to make an object for a particular purpose. They record and represent observations and communicate ideas.</p>	<p>Unit 4: Save planet Earth</p> <p>Students investigate Earth's resources. They describe how Earth's resources are used and the importance of conserving resources for the future of all living things. They use informal measurements to record observations from experiments. Students use their science knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources, and decisions they can make in their everyday lives. Students share their ideas about conservation of Earth's resources in a presentation. Students learn how Aboriginal and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.</p> <p>Summative assessment</p> <p><i>Exploring growth</i> – Students describe and represent the changes to a living thing in its life stages. They compare the life stages of two different living things.</p> <p><i>Designing a toy</i> - Students design a toy that will move with a push or pull, and describe a change to the toy and how it affects the toy's movement. To pose an investigation question and make a prediction about the toy's movement. To represent and communicate observations and ideas.</p> <p><i>Using Earth's resources</i> – Students identify different uses of one of Earth's resources and describe ways to conserve it. They use informal measurements to make observations.</p>

		SEMESTER ONE	SEMESTER TWO
HASS	CURRICULUM KNOWLEDGE	<p>Unit 1: Present connections to places</p> <p><i>Inquiry questions:</i></p> <ul style="list-style-type: none"> • How are people connected to their place and other places? <p>In this unit, students:</p> <ul style="list-style-type: none"> • draw on representations of the world as geographical divisions and the location of Australia • recognise that each place has a location on the surface of the Earth, which can be expressed using direction and location of one place from another • identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale or region-of-the-world scale • understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world, and that these connections are influenced by purpose, distance and accessibility • represent connections between places by constructing maps and using symbols • examine geographical information and data to identify ways people, including Aboriginal and Torres Strait Islander people, are connected to places and factors that influence those connections • respond with ideas about why significant places should be preserved and how people can act to preserve them. 	<p>Unit 2: Impacts of technology over time</p> <p><i>Inquiry questions:</i></p> <ul style="list-style-type: none"> • How have changes in technology shaped our daily life? <p>In this unit, students:</p> <ul style="list-style-type: none"> • investigate continuity and change in technology used in the home, for example, in toys or household products • compare and contrast features of objects from the past and present • sequence key developments in the use of a particular object in daily life over time • pose questions about objects from the past and present • describe ways technology has impacted on peoples' lives making them different from those of previous generations use information gathered for an investigation to develop a narrative about the past.
	ASSESSMENT	<p>Summative assessment</p> <p>Students explore the location and significant features of places and consider how people are connected to these and why they should be preserved.</p>	<p>Summative assessment</p> <p>Students conduct an inquiry to answer the question: How and why have changes in road transport affected the lives of people over time?</p>
			<i>HASS assessment tasks to be reviewed in 2021</i>

		SEMESTER ONE	SEMESTER TWO
		Media Arts	Drama
THE ARTS	CURRICULUM KNOWLEDGE	<p>Unit 1: Family stories</p> <p>In this unit, students create media artworks to present a story about their family.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore how visual and oral representations can communicate meaning to an audience using recorded audio of students telling their story with accompanying drawings • experiment with images, sound and narrative structure of beginning, middle and end to communicate personal and perhaps changed interpretation of a shared story • present stories in digital form to communicate ideas describe and discuss the narratives of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples to respond to meaning and visual language 	<p>Unit 3: Shopping fun</p> <p>In this unit, students make and respond to drama by exploring money and features/values of Australian coins as stimulus.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore role and dramatic action in dramatic play, improvisation and process drama focusing on situations involving money • use voice, facial expression, movement and space to imagine and establish role and situation • present drama that communicates ideas about shopping and money to an audience • respond to own and others' drama and consider where and why people make drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples
	ASSESSMENT	<p>Summative assessment</p> <p>Students explore characters and settings in media artworks inspired by a family story.</p>	<p>Summative assessment</p> <p>Students respond to, make and perform drama based on the theme of shopping.</p>

		Music			
CURRICULUM KNOWLEDGE	Ostinatos Students continue to develop their singing voices through singing limited range, simple songs. They read, write, derive and perform with rhythms $1 \quad \square \quad Z$ and solfa (so and mi). Students recognise and perform ostinatos and drones, and identify phrases of songs, labelling the form (i.e. A B A B). They play tuned and un-tuned percussion instruments and respond to music they make and hear.	Canon Students continue to develop their singing voices through singing limited range, simple songs. They read, write and perform with rhythms $1 \quad \square \quad Z$ and solfa (mi, so and la). Students learn about the staff, time signature $\frac{2}{4}$, bars and bar lines, piano/forte, introduction, verse, chorus, melody and accompaniment. They also discuss how sound is produced (including hit, blown, plucked and shaken) and respond to music they listen to, make and perform. They sing in canon and reflect on their own and others' performances.			
	ASSESSMENT	ASSESSMENT			
	Summative assessment Students: <ul style="list-style-type: none"> • sing a known song while others perform a rhythmic ostinato • perform a rhythmic ostinato while others sing and known song • compose and perform an 8 beat rhythmic pattern in 2 metre using ta, titi and rest • derive known songs and abstract phrases (ta, titi, rest, so and mi) and identify elements of music 	Summative assessment Students: <ul style="list-style-type: none"> • perform a known song in two part canon (2-4 students per part) and play on tuned percussion • compose a song to given rhythm (using so mi la). Write it in stick and staff notation • analyse and evaluate canon performances (own and others) 			
	Dance	Dance	Dance	Dance	
CURRICULUM KNOWLEDGE	Update coming soon	Update coming soon	Update coming soon	Update coming soon	
	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT	
	Summative assessment	Summative assessment	Summative assessment	Summative assessment	

		SEMESTER ONE		SEMESTER TWO	
HEALTH	CURRICULUM KNOWLEDGE	<p>Strengths and achievements (FLSS Unit 1)</p> <p>Students explore strengths and achievements and how they help form their identity. They will have an opportunity to share things that make them similar and different from others.</p>	<p>Positive health messages (FLSS Unit 2)</p> <p>Students explore health messages and identify how they relate to health decision and behaviours. They will have an opportunity to create their own positive health message to share with their peers.</p>	<p>Keeping myself safe and healthy (FLSS Unit 3)</p> <p>Students explore ways to keep themselves healthy and safe, and identify actions to use in the classroom. They will have the opportunity to create their own brain break to share with their peers.</p>	
	ASSESSMENT	<p>Summative assessment</p> <p>Students recognise how strengths and achievements contribute to identities</p>	<p>Summative assessment</p> <p>Students examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active.</p>	<p>Summative assessment</p> <p>Students select and apply strategies to keep themselves healthy and safe.</p>	
		SEMESTER ONE		SEMESTER TWO	
PHYSICAL EDUCATION	CURRICULUM KNOWLEDGE	<p>Ropes and Rhyme (U3)</p> <p>Students will perform long-rope skipping sequences to rhymes. They will identify how their heart reacts to skipping.</p>	<p>iMove, iJump, iLand (U1)</p> <p>Students will demonstrate fundamental movement skills of rolling, balancing and jumping. They will perform gymnastic skills as a continuous movement sequence that incorporates the elements of movement: body awareness, effort (flow) and space awareness.</p>	<p>What's your target? (U2)</p> <p>Students will demonstrate fundamental movement skills (instep pass, punt kick and one hand strike) and test alternatives to solve movement challenges (to reach their targets).</p>	<p>Strike it Up!! (FLSS)</p> <p>One hand strike – open hand or racquet. Rolling a large ball to hit a target. Underarm a small ball to hit a target.</p>
	ASSESSMENT	<p>Summative assessment</p> <p>Students perform movement sequences that incorporate the elements of movement. They identify how the body reacts to different physical activities.</p>	<p>Summative assessment</p> <p>Students demonstrate fundamental movement skills in a variety of movement sequences and situations. They perform movement sequences that incorporate the elements of movement.</p>	<p>Summative assessment</p> <p>Students demonstrate fundamental movement skills in a variety of movement situations. They test alternatives to solve movement challenges.</p>	<p>Summative assessment</p> <p>Students demonstrate fundamental movement skills in a variety of movement situations. They demonstrate positive ways to interact with others.</p>