

		SEMESTER ONE		SEMESTER TWO	
ENGLISH	CURRICULUM KNOWLEDGE	<p>Imaginative text focus</p> <p>Exploring characters and plot (U1)</p> <p>Students engage with a variety of literature including picture books, print and digital stories, short films and animations, simple chapter books and texts for enjoyment. Texts include unusual happenings and images that extend meaning and can include the oral narrative traditions and literature of First Nations Australians and classic or contemporary literature from Australian and world authors.</p> <p>Students explore sequences of events and how characters and events are portrayed through language.</p> <p>Students retell events and consider their audience when creating an adaptation of a story. They share ideas with their peers.</p>	<p>Informative text focus</p> <p>Understanding and developing non-fiction texts (U2)</p> <p>Students engage with a variety of non-fiction texts and information texts that include illustrations and diagrams that extend the text. Non-fiction texts by Australian, First Nations Australian and world authors may include new content and link to topics being studied in other learning areas.</p> <p>Students explore how texts are organised differently and how authors use language features related to purpose.</p> <p>Students use these texts to create a report and a short oral presentation to share with an audience.</p>	<p>Imaginative text focus</p> <p>Responding to creative literature (U3)</p> <p>Students explore spoken, written and multimodal texts including oral texts, picture books, rhyming verse, poetry, chants, songs and dramatic performances for enjoyment. These texts may be classic or contemporary literature from Australian and world authors, including texts from and about Asia.</p> <p>Students investigate the organisation of these texts their use of language features to meet their purpose.</p> <p>Students construct a creative response to share with an audience.</p>	<p>Persuasive text focus</p> <p>Expressing opinions with reasons (U4)</p> <p>Students engage with a variety of texts including print and digital stories, short films and animations, non-fiction, multimodal and dramatic performances. Texts may include topics of interest and topics from other learning areas. Students will explore how similar topics and information are presented in different types of texts.</p> <p>Students create a multimodal text to express and share their opinions.</p>
	CURRICULUM KNOWLEDGE	<p>Term 1</p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"> 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 Chance — identify every day events that involve chance, describe chance outcomes, describe events as likely, unlikely, certain, impossible. Location and transformation — interpret simple maps of familiar locations and identify the relative positions of key features. Number and place value — solve problems by using number sentence for addition or subtraction; explore the connection between addition and subtraction; solve simple addition and subtraction problems using a range of efficient mental and written strategies; 	<p>Term 2</p> <p>Students develop understanding of:</p> <ul style="list-style-type: none"> Patterns and algebra — describe patterns with numbers and identify missing elements; Number and place value — investigate number sequences, initially those increasing and decreasing by twos, threes, fives and tens from any starting point, then moving to other sequences, solve simple addition and subtraction problems using a range of efficient mental and written strategies; Using units of measurement — tell time to quarter hour, using the language of 'past' and 'to' Data representation and implementation — identify a question of interest based on one categorical variable; gather data relevant to the question; collect, check and classify data; create displays using lists, table, and picture graphs and interpret them 	<p>Term 3</p> <p>Students develop understanding of:</p> <ul style="list-style-type: none"> Using units of measure — compare and order several shapes and objects based on length, area, volume and capacity using uniform informal units; compare masses of objects using balance scales Number and place value — recognise, model, represent and order numbers to at least 1000; group partition and rearrange collections up to 1000 in hundreds, tens and ones; recognise and represent multiplication as repeated addition, groups and arrays; recognise and represent division as grouping into equal sets and solve simple problems. Fractions and decimals — recognise and interpret common uses of halves, quarters and eighths of shapes and collections. Shape — describe and draw two-dimensional shapes, with and without digital technologies; describe the features of three-dimensional objects 	<p>Term 4</p> <p>Students develop understanding of:</p> <ul style="list-style-type: none"> Number and place value — revision Money and financial mathematics — count and order small collections of Australian coins and notes according to their value Money Location and transformation — investigate the effect of one-step slides and flips with and without digital technologies; Identify and describe half and quarter-turns
	ASSESSMENT	<p>Summative assessment</p> <p>Students use a calendar to identify the date and the months included in seasons *</p> <p>Describe outcomes for everyday events.</p> <p>Students interpret simple maps of familiar locations.</p> <p>Students perform simple addition and subtraction calculations using a range of strategies.</p>	<p>Summative assessment</p> <p>Students identify the missing element in a number sequence and tell time to the quarter-hour.</p> <p>Students collect, organise, represent and make sense of collected data, and make simple inferences.</p> <p>Perform simple addition and subtraction calculations using a range of strategies</p>	<p>Summative assessment</p> <p>Students measure and order objects using informal units.</p> <p>Students count, multiply and divide – count to and from 1000, represent multiplication and division by grouping into sets, divide collections and shapes into halves, quarters and eighths.*</p> <p>Students draw two-dimensional shapes and recognise the features of three-dimensional objects</p>	<p>Summative assessment</p> <p>Students explain the effects of one-step transformations.</p> <p>Students associate collections of Australian coins with their value</p>

		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>	
SCIENCE	CURRICULUM KNOWLEDGE	<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>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>	<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 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>
	ASSESSMENT	<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>Summative assessment</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>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>Summative assessment</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>

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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 has technology changed over time?</p>
		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>

		SEMESTER ONE	SEMESTER TWO
		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 Π Σ 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 Π Σ 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	Summative assessment	Students: <ul style="list-style-type: none"> • sing a known song and perform a rhythmic ostinato • 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"> • compose a song to given rhythm (using so mi la). Write it in stick and staff notation • perform a known song in two-part canon (2-4 students per part) • analyse and evaluate canon performances (own and others) • Read, write, derive and perform with rhythms through various See Saw activities
		Dance	
CURRICULUM KNOWLEDGE		Students will continue to develop technical and expressive skills. They will explore and improvise new movement possibilities in a slow tempo. Students will explore, improvise and organise dance ideas by exploring characters or action in stories or rhymes to make dance sequences using the elements of dance (space, time, dynamics, relationships).	Students will continue to develop technical and expressive skills. They will refine dance technique and flexibility ensuring they are implementing safe dance practices. Students will explore and improvise new movement possibilities in a slow tempo. They will continue to investigate the elements of dance through movement and understand that there are many ways to express themselves in Dance. Students will discuss and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples as well as different cultures.
ASSESSMENT	Summative assessment	Students: <ul style="list-style-type: none"> • explore and improvise with ways to represent ideas through movement • develop technical and expressive skills • share their dance work with an audience • understand that there are many ways to express themselves in Dance. 	Summative assessment
			Students: <ul style="list-style-type: none"> • explore and improvise with ways to represent ideas through movement • develop technical and expressive skills • share their dance work with an audience • respond to dance works from a range of contexts • reflect on their own dance making • have a variety of individual responses • think about and plan responses to stimulus • work together to imagine ideas and create movement • understand that there are many ways to express themselves in Dance.

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HEALTH	CURRICULUM KNOWLEDGE	Strengths and achievements (FLSS Unit 1) 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.		Positive health messages (FLSS Unit 2) 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.	
	ASSESSMENT	Summative assessment Students recognise how strengths and achievements contribute to identities		Summative assessment Students examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active.	
PHYSICAL EDUCATION	CURRICULUM KNOWLEDGE	Ropes and Rhyme (U3) Students will perform long-rope skipping sequences to rhymes. They will identify how their heart reacts to skipping.	iMove, iJump, iLand (U1) 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.	What's your target? (U2) 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).	Strike it Up!! (FLSS) One hand strike – open hand or racquet. Rolling a large ball to hit a target. Underarm a small ball to hit a target.
	ASSESSMENT	Summative assessment Students perform movement sequences that incorporate the elements of movement. They identify how the body reacts to different physical activities.	Summative assessment Students demonstrate fundamental movement skills in a variety of movement sequences and situations. They perform movement sequences that incorporate the elements of movement.	Summative assessment Students demonstrate fundamental movement skills in a variety of movement situations. They test alternatives to solve movement challenges.	Summative assessment Students demonstrate fundamental movement skills in a variety of movement situations. They demonstrate positive ways to interact with others.