

Gordon Primary School

Staff Handbook

Full School

Gordon Primary School

Context

Gordon Primary School, established in 1882, is located in the township of Gordon, which is a 20min drive east of the Ballarat Post Office. The school has unique grounds and a long, rich history that has been reflected in the architecture of the main building and it's surrounds.

We offer a curriculum that engages all students by offering pathways that meet a diverse range of learning needs. We also offer an exemplary Languages Other Than English (LOTE) program for students from Prep to Year 6, individualised programs for students with special learning needs, extension programs for high achieving students, and most of all we offer a teaching and learning program that is responsive to the needs of individual students.

At each year level, we undertake extensive assessment of reading, spelling, writing and numeracy to enable us to teach children from their individual point of need. This is a genuine focus for us because we understand the importance of knowing and understanding our children and their learning needs and providing them with plans and opportunities that meet their individual needs.

As part of this program we provide our students with further specialist programs and opportunities in Art, Science, Environmental studies, Woodwork, Kitchen Garden and Music. Programs like this allow us to provide our students with the necessary skills for success in this constantly changing world.

We have a comprehensive Physical Education and Sports Program which is undertaken by all students and offers them the opportunity to not only improve personal health and fitness, but to take part in local and inter-school sporting competitions. In conjunction with this we have a Swimming Program for all students, conducted in partnership with the local swim school and our Physical Education Teaching and Support staff.

We are a positive, stimulating, supportive, motivating, well-resourced and engaging environment where the school community is productive in their pursuit of knowledge, skills and understandings as lifelong learners.

Classes

Gordon Primary School runs 6 classes across the school. These are all straight classes with the exception of the senior unit where year levels are combined as required.

We offer Before and afterschool care, students in this program will be picked up from your classroom and must be signed out by you.

Morning - 6am - 8:45am

Afternoon 3:15pm - 6pm

School Times and Sessions

Before School	8:45am	9am
Morning Session	9am	10:40am
Recess	10:40am	11:10am
Middle Session	11:10am	12:45pm
Eat Lunch	12:50pm	1:05pm
Lunch	1:05pm	1:35pm
Afternoon Session	1:35pm	3:15pm
End of Day	3:15pm	3:30pm

Curriculum Planning / Assessment

Mathematics Scope and Sequence Gordon Primary School
Foundation - Victorian F-10

	Terms 1, 2, 3, 4	Terms 2, 3, 4	Terms 3, 4	Term 4
Number and Algebra	<p>Number and Place Value</p> <ul style="list-style-type: none"> Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond 	<p>Number and Place Value</p> <ul style="list-style-type: none"> Subitise small collections of objects Compare, order and make correspondences between collections, initially to 20, and explain reasoning 	<p>Number and Place Value</p> <ul style="list-style-type: none"> Represent practical situations to model addition and subtraction <p>Patterns and algebra</p> <ul style="list-style-type: none"> Sort and classify familiar objects and explain the basis for these classifications, and copy, continue and create patterns with objects and drawings Follow a short sequence of instructions 	<p>Number and Place Value</p> <ul style="list-style-type: none"> Represent practical situations to model sharing <p>Money and financial mathematics</p> <ul style="list-style-type: none"> Represent simple, everyday financial situations involving money
Measurement and Geometry	<p>Using units of measurement</p> <ul style="list-style-type: none"> Connect days of the week to familiar events and actions 	<p>Using units of measurement</p> <ul style="list-style-type: none"> Compare and order the duration of events using the everyday language of time 	<p>Using units of measurement</p> <ul style="list-style-type: none"> Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language <p>Shape</p> <ul style="list-style-type: none"> Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment 	<p>Location and transformation</p> <ul style="list-style-type: none"> Describe position and movement
Statistics and Probability		<p>Data representation and interpretation</p> <ul style="list-style-type: none"> Answer yes/no questions to collect information Organise answers to yes/no questions into simple data displays using objects and drawings Interpret simple data displays about yes/no questions 		

Mathematics Scope and Sequence Gordon Primary School
Level 1 - Victorian F-10

	Terms 1, 2, 3, 4	Terms 2, 3, 4	Terms 3, 4	Term 4
Number and Algebra	<p>Number and Place Value</p> <ul style="list-style-type: none"> Develop confidence with number sequence to and from 100 from any starting point. Skip count by 2's, 5's and 10's starting from zero. Represent practical situations that model sharing <p>Patterns and Algebra</p> <ul style="list-style-type: none"> Investigate and describe number Patterns formed by skip counting and patterns with objects. 	<p>Number and Place Value</p> <ul style="list-style-type: none"> Recognise, model, read, write and order numbers to at least 100. Locate numbers on a number line. <p>Patterns and Algebra</p> <ul style="list-style-type: none"> Recognise the importance of repetition of a process in solving problems. 	<p>Number and Place Value</p> <ul style="list-style-type: none"> Count collections to 100 by partitioning numbers using place value. <p>Fractions and decimals</p> <ul style="list-style-type: none"> Recognising and describing one half as one of two equal parts of a whole. 	<p>Number and Place Value</p> <ul style="list-style-type: none"> Representing and solving simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts. <p>Money and Financial Mathematics</p> <ul style="list-style-type: none"> Recognise, describe and order Australian coins according to their value.
Measurement and Geometry	<p>Using Units of Measurements</p> <ul style="list-style-type: none"> Describe duration using months, weeks, days and hours. 	<p>Using Units of Measurements</p> <ul style="list-style-type: none"> Tell time at the half-hour 	<p>Using Units of Measurements</p> <ul style="list-style-type: none"> Measure and compare the lengths, masses and capacities of pairs of objects using uniform informal units. <p>Shape</p> <ul style="list-style-type: none"> Recognise and classify familiar two dimensional shapes and three dimensional objects using obvious features. 	<p>Location and Transformation</p> <ul style="list-style-type: none"> Give and follow directions to familiar locations.
Statistics and Probability		<p>Data representation and interpretation</p> <ul style="list-style-type: none"> Choose simple questions to gather responses Represent data with objects and drawings where one object or drawings represents one data value. Describe and display. 	<p>Chance</p> <ul style="list-style-type: none"> Identify outcomes of familiar events involving chance and describe them using everyday language such as 'will happen' 'won't happen' or 'might happen'. 	

Mathematics Scope and Sequence Gordon Primary School
Level 2 - Victorian F-10

	Terms 1, 2, 3, 4	Terms 2, 3, 4	Terms 3, 4	Term 4
Number and Algebra	NUMBER AND PLACE VALUE <ul style="list-style-type: none"> Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences Explore the connection between addition and subtraction Solve simple addition and subtraction problems using a range of efficient mental and written strategies PATTERNS & ALGEBRA <ul style="list-style-type: none"> Solve problems by using number sentences for addition or subtraction Describe patterns with numbers and identify missing elements. 	NUMBER AND PLACE VALUE <ul style="list-style-type: none"> Recognise, model, represent and order numbers to at least 1000 Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting FRACTIONS & DECIMALS <ul style="list-style-type: none"> Recognise and interpret common uses of halves, quarters and eighths of shapes and collections 	NUMBER AND PLACE VALUE <ul style="list-style-type: none"> Recognise and represent multiplication as repeated addition, groups and arrays Recognise and represent division as grouping into equal sets and solve simple problems using these representations PATTERNS & ALGEBRA <ul style="list-style-type: none"> Apply repetition in arithmetic operations, including multiplication as repeated addition and division as repeated subtraction 	MONEY & FINANCIAL MATHEMATICS <ul style="list-style-type: none"> Count and order small collections of Australian coins and notes according to their value
Measurement and Geometry	Using units of measurement <ul style="list-style-type: none"> Name and order months and seasons Use a calendar to identify the date and determine the number of days in each month Tell time to the quarter-hour, using the language of 'past' and 'to' 	Location and transformation <ul style="list-style-type: none"> Investigate the effect of one-step slides and flips with and without digital technologies Shape <ul style="list-style-type: none"> Describe the features of three-dimensional objects Describe and draw two-dimensional shapes, with and without digital technologies 	Using units of measurement <ul style="list-style-type: none"> Compare masses of objects using balance scales Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units 	Location and transformation <ul style="list-style-type: none"> Identify and describe half and quarter turns Interpret simple maps of familiar locations and identify the relative positions of key features
Statistics and Probability		Data representation and interpretation <ul style="list-style-type: none"> Create displays of data using lists, table and picture graphs and interpret them Collect, check and classify data Identify a question of interest based on one categorical variable. Gather data relevant to the question 		Statistics and Probability Chance <ul style="list-style-type: none"> Identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible'

Mathematics Scope and Sequence Gordon Primary School
Level 3 - Victorian F-10

	Terms 1, 2, 3, 4	Terms 2, 3, 4	Terms 3, 4	Term 4
Number and Algebra	<p>Number and place value</p> <ul style="list-style-type: none"> • Recognise, model, represent and order numbers to at least 10 000 • Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems • Recognise and explain the connection between addition and subtraction • Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation <p>Money and financial mathematics</p> <ul style="list-style-type: none"> • Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents 	<p>Number and place value</p> <ul style="list-style-type: none"> • Recall multiplication facts of two, three, five and ten and related division facts • Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies <p>Money and financial mathematics</p> <ul style="list-style-type: none"> • Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents <p>Fractions and decimals</p> <ul style="list-style-type: none"> • Model and represent unit fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ and their multiples to a complete whole 	<p>Number and place value</p> <ul style="list-style-type: none"> • Investigate the conditions required for a number to be odd or even and identify odd and even numbers • Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies <p>Patterns and algebra</p> <ul style="list-style-type: none"> • Describe, continue, and create number patterns resulting from performing addition or subtraction • Use a function machine and the inverse machine as a model to apply mathematical rules to numbers or shapes 	<p>Money and financial mathematics</p> <ul style="list-style-type: none"> • Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents
Measurement and Geometry	<p>Using units of measurement</p> <ul style="list-style-type: none"> • Measure, order and compare objects using familiar metric units of length, area, mass and capacity • Tell time to the minute and investigate the relationship between units of time <p>Location and transformation</p> <ul style="list-style-type: none"> • Create and interpret simple grid maps to show position and pathways 	<p>Using units of measurement</p> <ul style="list-style-type: none"> • Tell time to the minute and investigate the relationship between units of time • Measure, order and compare objects using familiar metric units of length, area, mass and capacity <p>Location and transformation</p> <ul style="list-style-type: none"> • Identify symmetry in the environment • Identify and describe slides and turns found in the natural and built environment <p>Geometric reasoning</p> <ul style="list-style-type: none"> • Identify angles as measures of turn and compare angle sizes in everyday situations <p>Shape</p> <ul style="list-style-type: none"> • Make models of three-dimensional objects and describe key features 	<p>Location and transformation</p> <ul style="list-style-type: none"> • Create and interpret simple grid maps to show position and pathways 	<p>Using units of measurement</p> <ul style="list-style-type: none"> • Measure, order and compare objects using familiar metric units of length, area, mass and capacity • Tell time to the minute and investigate the relationship between units of time
Statistics and Probability		<p>Chance</p> <ul style="list-style-type: none"> • Conduct chance experiments, identify and describe possible outcomes and recognise variation in results <p>Data representation and interpretation</p> <ul style="list-style-type: none"> • Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording • Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies • Interpret and compare data displays 		<p>Chance</p> <ul style="list-style-type: none"> • Conduct chance experiments, identify and describe possible outcomes and recognise variation in results

Mathematics Scope and Sequence Gordon Primary School

Level 4 - Victorian F-10

	Term 1	Term 2	Term 3	Term 4
Number and Algebra	<p>Number and place value</p> <ul style="list-style-type: none"> • Recognise, represent and order numbers to at least tens of thousands • Recall multiplication facts up to 10×10 and related division facts • Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder • Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems • Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9 • Represent practical situations to model sharing <p>Patterns and algebra</p> <ul style="list-style-type: none"> • Define a simple class of problems and use an effective algorithm that involves a short sequence of steps and decisions to solve them 	<p>Fractions and decimals</p> <ul style="list-style-type: none"> • Investigate equivalent fractions used in contexts • Count by quarters, halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line • Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation 	<p>Number and place value</p> <ul style="list-style-type: none"> • Investigate and use the properties of odd and even numbers <p>Patterns and algebra</p> <ul style="list-style-type: none"> • Explore and describe number patterns resulting from performing multiplication • Solve word problems by using number sentences involving multiplication or division where there is no remainder • Use equivalent number sentences involving addition and subtraction to find unknown quantities 	<p>Money and financial mathematics</p> <ul style="list-style-type: none"> • Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies
Measurement and Geometry	<p>Using units of measurement</p> <ul style="list-style-type: none"> • Convert between units of time • Use am and pm notation and solve simple time problems 	<p>Shape</p> <ul style="list-style-type: none"> • Compare the areas of regular and irregular shapes by informal means • Compare and describe two dimensional shapes that result from combining and splitting common shapes, with and without the use of digital technologies • Explain and compare the geometric properties of two-dimensional shapes and three-dimensional objects • Create symmetrical patterns, pictures and shapes with and without digital technologies 	<p>Using units of measurement</p> <ul style="list-style-type: none"> • Use scaled instruments to measure and compare lengths, masses, capacities and temperatures • Compare objects using familiar metric units of area and volume 	<p>Location and transformation</p> <ul style="list-style-type: none"> • Use simple scales, legends and directions to interpret information contained in basic maps <p>Geometric reasoning</p> <ul style="list-style-type: none"> • Compare angles and classify them as equal to, greater than or less than a right angle
Statistics and Probability		<p>Data representation and interpretation</p> <ul style="list-style-type: none"> • Select and trial methods for data collection, including survey questions and recording sheets • Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values • Evaluate the effectiveness of different displays in illustrating data features including variability 		<p>Statistics and Probability</p> <p>Chance</p> <ul style="list-style-type: none"> • Describe possible everyday events and order their chances of occurring • Identify everyday events where one cannot happen if the other happens • Identify events where the chance of one will not be affected by the occurrence of the other

Mathematics Scope and Sequence Gordon Primary School
Level 5 - Victorian F-10

	Terms 1, 2, 3, 4	Terms 2, 3, 4	Terms 3, 4	Term 4
Number and Algebra	<p>Number and place value</p> <ul style="list-style-type: none"> Identify and describe factors and multiples of whole numbers and use them to solve problems Use estimation and rounding to check the reasonableness of answers to calculations Use efficient mental and written strategies and apply appropriate digital technologies to solve problems <p>Patterns and algebra</p> <ul style="list-style-type: none"> Use equivalent number sentences involving multiplication and division to find unknown quantities 	<p>Number and place value</p> <ul style="list-style-type: none"> Solve problems involving division by a one digit number, including those that result in a remainder <p>Money and financial mathematics</p> <ul style="list-style-type: none"> Create simple financial plans <p>Fractions and decimals</p> <ul style="list-style-type: none"> Compare and order common unit fractions and locate and represent them on a number line Compare, order and represent decimals 	<p>Number and place value</p> <ul style="list-style-type: none"> Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies <p>Fractions and decimals</p> <ul style="list-style-type: none"> Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator <p>Patterns and algebra</p> <ul style="list-style-type: none"> Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction 	<p>Number and place value</p> <ul style="list-style-type: none"> Recognise, represent and order numbers to at least hundreds of thousands <p>Fractions and decimals</p> <ul style="list-style-type: none"> Recognise that the place value system can be extended beyond hundredths <p>Patterns and algebra</p> <ul style="list-style-type: none"> Follow a mathematical algorithm involving branching and repetition (iteration)
Measurement and Geometry	<p>Using units of measurement</p> <ul style="list-style-type: none"> Choose appropriate units of measurement for length, area, volume, capacity and mass <p>Geometric reasoning</p> <ul style="list-style-type: none"> Estimate, measure and compare angles using degrees. Construct angles using a protractor <p>Shape</p> <ul style="list-style-type: none"> Connect three-dimensional objects with their nets and other two-dimensional representations 	<p>Using units of measurement</p> <ul style="list-style-type: none"> Compare 12- and 24-hour time systems and convert between them <p>Location and transformation</p> <ul style="list-style-type: none"> Use a grid reference system to describe locations. Describe routes using landmarks and directional language 	<p>Using units of measurement</p> <ul style="list-style-type: none"> Calculate the perimeter and area of rectangles and the volume and capacity of prisms using familiar metric units 	<p>Location and transformation</p> <ul style="list-style-type: none"> Describe translations, reflections and rotations of two-dimensional shapes. Identify line and rotational symmetries Apply the enlargement transformation to familiar two dimensional shapes and explore the properties of the resulting image compared with the original
Statistics and Probability	<p>Data representation and interpretation</p> <ul style="list-style-type: none"> Pose questions and collect categorical or numerical data by observation or survey Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies Describe and interpret different data sets in context 			<p>Chance</p> <ul style="list-style-type: none"> List outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions Recognise that probabilities range from 0 to 1

Mathematics Scope and Sequence Gordon Primary School
Level 6 - Victorian F-10

	Terms 1, 2, 3, 4	Terms 2, 3, 4	Terms 3, 4	Term 4
Number and Algebra	<p>Number and place value</p> <ul style="list-style-type: none"> • Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers and make estimates for these computations • Identify and describe properties of prime, composite, square and triangular numbers • Investigate everyday situations that use integers. Locate and represent these numbers on a number line <p>Patterns and algebra</p> <ul style="list-style-type: none"> • Explore the use of brackets and order of operations to write number sentences 	<p>Money and financial mathematics</p> <ul style="list-style-type: none"> • Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies <p>Number and place value</p> <ul style="list-style-type: none"> • Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers and make estimates for these computations <p>Fractions and decimals</p> <ul style="list-style-type: none"> • Compare fractions with related denominators and locate and represent them on a number line • Solve problems involving addition and subtraction of fractions with the same or related denominators • Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies • Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers • Multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without digital technologies • Multiply and divide decimals by powers of 10 • Make connections between equivalent fractions, decimals and percentages • Make connections between equivalent fractions, decimals and percentages 	<p>Patterns and algebra</p> <ul style="list-style-type: none"> • Continue and create sequences involving whole numbers, fractions and decimals. Describe the rule used to create the sequence 	<p>Patterns and algebra</p> <ul style="list-style-type: none"> • Design algorithms involving branching and iteration to solve specific classes of mathematical problems
Measurement and Geometry	<p>Using units of measurement</p> <ul style="list-style-type: none"> • Connect volume and capacity and their units of measurement • Convert between common metric units of length, mass and capacity • Interpret and use timetables <p>Shapes</p> <ul style="list-style-type: none"> • Construct simple prisms and pyramids <p>Geometric reasoning</p> <ul style="list-style-type: none"> • Investigate, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles. Use results to find unknown angles 	<p>Using units of measurement</p> <ul style="list-style-type: none"> • Connect decimal representations to the metric system • Measure, calculate and compare elapsed time 	<p>Using units of measurement</p> <ul style="list-style-type: none"> • Solve problems involving the comparison of lengths and areas using appropriate units 	<p>Location and transformation</p> <ul style="list-style-type: none"> • Investigate the effect of combinations of transformations on simple and composite shapes, including creating tessellations, with and without the use of digital technologies • Introduce the Cartesian coordinate system using all four quadrants
Statistics and Probability	<p>Data representation and interpretation</p> <ul style="list-style-type: none"> • Construct, interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables • Interpret secondary data presented in digital media and elsewhere • Pose and refine questions to collect categorical or numerical data by observation or survey 			<p>Chance</p> <ul style="list-style-type: none"> • Describe probabilities using fractions, decimals and percentages • Conduct chance experiments with both small and large numbers of trials using appropriate digital technologies • Compare observed frequencies across experiments with expected frequencies

Expectations for Numeracy:

What needs to take place in every classroom?

- *Mental maths practice.*
- *Problem solving needs to take place at least once a week.*
- *Investigation and open ended questions need to be integrated into daily lessons.*
- *Times tables.*
- *Use of maths vocabulary in everyday lessons.*

Expectations for Literacy

- *BIG WRITE program followed (speak to PLT Leader)*
- *Handwriting (see textbook resource)*
- *Home School Reading Records everyday (children must read every night)*
- *Book Corners utilised*
- *Foundation teacher to run early year's program differentiated for their classroom.*
- *Lexile (Scholastic pro) reading program encouraged (independent readers)*

Homework/Home learning

Teachers need to follow the homework policy and where possible refer to this activity as home learning. It is the responsibility of the teachers to ensure that appropriate and regular home learning is being set.

Gordon Primary School – Victorian F-10 Curriculum

Foundation Curriculum ~ Gordon Primary School					
Stand Alone Subjects – (English and Maths integrated into integrated units where they fit)					
Visual Arts	PE/Dance	SAKG/ Kids Shed	Indonesia & Background	English	Maths
Integrated Units					
<p>Who am I?</p> <p>Term: 1 Duration: 9 weeks</p> <p>Domains: History, Ethical Capability, Intercultural Capability, Critical and Creating Thinking</p> <p>Themes: Me, physical features, date of birth, address, my likes, my dislikes, my friends, significant events in my personal history (develop a timeline from birth until now), how I use science in my daily life, who is in my immediate family, discussing what happened yesterday, what is likely to happen tomorrow, upcoming birthdays, celebrations and seasons, and ordering these references to time in sequence using terms such as ‘before’, ‘after’, ‘next’ and ‘then’</p> <p>Content Descriptors:</p> <ul style="list-style-type: none">• Sequence significant events about personal and family history to create a chronological narrative.• How the present, past and future are signified by terms indicating and describing time• Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts• Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved• Identify what is familiar and what is different in the ways culturally diverse individuals and families live• Describe their experiences of intercultural encounters in which they have been involved• Identify and discuss cultural diversity in the school and/or community• Consider personal reactions to situations or problems and how these reactions may influence thinking• Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self• Investigate ways to problem-solve, using egocentric and experiential language	<p>What happens if I click it?</p> <p>Term: 2 Duration: 11 weeks</p> <p>Domains: Digital Technologies, Media Arts, Critical and Creating Thinking</p> <p>Themes: ICT, hardware and software components, explore ideas, characters and settings in images, sounds, text, media artworks, communicate ideas, respond to media art – WORD, processing, selecting and centring, form images using circles and lines, recognise common buttons – home, shut down etc. (HOME TAB)</p> <p>Content Descriptors:</p> <ul style="list-style-type: none">• Identify and explore digital systems (hardware and software components) for a purpose• Explore ideas characters and settings in images, sounds and multi-modal texts• Use media technologies to capture and edit images, sounds and text• Present media artworks that communicate ideas• Respond to media artworks by describing ideas, characters, settings and stories• Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities	<p>What is a living thing?</p> <p>Term: 3 Duration: 10 weeks</p> <p>Domains: Science, Critical and Creating Thinking</p> <p>Themes: Living things have external features, live in different places, food, water, shelter, living things grow, living things change and have offspring.</p> <p>Content Descriptors:</p> <ul style="list-style-type: none">• Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met• Living things grow, change and have offspring similar to themselves• Respond to and pose questions, and make predictions about familiar objects and events• Participate in guided investigations, including making observations using the senses, to explore and answer questions• Use informal measurements in the collection and recording of observations• Use a range of methods, including drawings and provided tables, to sort information• Compare observations and predictions with those of others• Represent and communicate observations and ideas about changes in objects and events in a variety of ways• Identify, describe and use different kinds of question stems to gather information and ideas	<p>Who is Afraid of the Big Bad Wolf?</p> <p>Term: 4 Duration: 8 weeks</p> <p>Domains: Music, Drama, English, Media Arts, Ethical Capabilities, Critical and Creating Thinking</p> <p>Themes: sounds, silence, voices, movement, instruments, sing, play, rhymes, songs, cultural groups, local community, express joys, dramatic play, facial expressions, drama, fairy tales, nursery rhymes.</p> <p>Content Descriptors:</p> <ul style="list-style-type: none">• Explore sound and silence and ways of using their voices, movement and instruments to express ideas• Sing and play instruments to create and practise chants, songs and rhymes including those used by cultural groups in the local community• Rehearse and perform songs and short instrumental pieces which they have learnt and composed• Respond to music, expressing what they enjoy and why• Explore ideas for characters and situations through dramatic play• Use voice, facial expression, movement and space to imagine and improvise characters and situations• Present drama that communicates ideas and stories• Respond to drama, expressing what they enjoy and why• Explore ideas characters and settings in images, sounds and multi-modal texts• Use media technologies to capture and edit images, sounds and text• Present media artworks that communicate ideas• Respond to media artworks by describing ideas, characters, settings and stories• Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so• Examine words that show reasons and words that show conclusions• Compare and contrast information and ideas in own and others reasoning• Consider how reasons and examples are used to support a point of view and illustrate meaning• Explore some learning strategies, including planning, repetition, rewording, memorisation, and use of mnemonics <p>Unit to be followed by whole school concert preparation/rehearsal for the remainder of the term.</p>		
Across the Year					
Portfolios					

Level 1 Curriculum ~ Gordon Primary School

Stand Alone Subjects (English and Maths integrated into integrated units where they fit)

[Visual Arts](#)

[PE/Dance](#)

[Indonesia & Background](#)

[English](#)

[Maths](#)

Integrated Units

It is my family, but where do I belong?

Term: 1 **Duration:** 9 weeks

Domains: History, Ethical Capability, Intercultural Capability, Critical and Creating Thinking

Themes: My family, family history, how stories of family history/past are communicated and passed down generations, continuity and change in family life, similarities in family structure

Content Descriptors:

- Who the people in their family are, where they were born and raised, how they are related to each other and how their stories are communicated and shared
- Differences and similarities in family structures and the role of family groups today, and how these have changed or remained the same over time
- Sequence significant events about personal and family history to create a chronological narrative
- Identify the content features of primary sources when describing the significance of people, places or events
- Identify perspectives about changes to daily life from people in the past or present
- Identify examples of continuity and change in family life and in the local area by comparing past and present
- Differences and similarities between students' daily lives and perspectives of life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications
- How they, their family, friends and communities commemorate past events that are important to them
- Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts
- Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved
- Identify what is familiar and what is different in the ways culturally diverse individuals and families live
- Describe their experiences of intercultural encounters in which they have been involved
- Identify and discuss cultural diversity in the school and/or community
- Imagine and explain what their responses might be if they were placed in a different cultural situation or setting
- Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self
- Investigate ways to problem-solve, using egocentric and experiential language

Can you collect it, sort it and organise it on a computer?

Term: 2 **Duration:** 11 weeks

Domains: Digital Technologies, Critical and Creating Thinking

Themes: patterns, represent data as pictures, symbols and diagrams, collect/explore and sort data, create and organise ideas, ICT – WORD and Websites, formatting, clip art, photos, creating graphics, using a mouse, locating a specific website (HOME & INSERT TABS)

Content Descriptors:

- Recognise and explore patterns in data and represent data as pictures, symbols and diagrams
- Collect, explore and sort data, and use digital systems to present the data creatively
- Independently and with others create and organise ideas and information using information systems, and share these with known people in safe online environments
- Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities

What happens to the Earth in a year?

Term: 3 **Duration:** 10 weeks

Domains: Science, Ethical Capabilities, Critical and Creating Thinking

Themes: changes occur in the sky and landscape, seasons, how we use the Earth's resources, how we use science in our daily lives

Content Descriptors:

- Observable changes occur in the sky and landscape; daily and seasonal changes affect everyday life
- Earth's resources are used in a variety of ways
- People use science in their daily lives
- Respond to and pose questions, and make predictions about familiar objects and events
- Participate in guided investigations, including making observations using the senses, to explore and answer questions
- Use informal measurements in the collection and recording of observations
- Use a range of methods, including drawings and provided tables, to sort information
- Compare observations and predictions with those of others
- Represent and communicate observations and ideas about changes in objects and events in a variety of ways
- Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so
- Identify, describe and use different kinds of question stems to gather information and ideas

Who likes Green Eggs and Ham?

Term: 4 **Duration:** 8 weeks

Domains: Music, Drama, English, Media Arts, Critical and Creating Thinking

Themes: Dr Seuss, imagination, experiment, musical ideas, voice, movement, instruments, body percussion, sing, play, improvise, compose, chants, songs, rhymes, cultural groups, respond to music, characters, roles, dramatic play, facial expression, communicate ideas, present stories, why we make perform drama

Content Descriptors:

- Use imagination and experimentation to explore musical ideas using voice, movement, instruments and body percussion
- Sing and play instruments to improvise, compose and practise a repertoire of chants, songs and rhymes, including those used by cultural groups in the local community
- Rehearse and perform songs and instrumental music they have learnt and composed to communicate ideas to an audience
- Respond to music, communicating their preferences and discussing where and why people make and perform music
- Explore roles, characters and dramatic action in dramatic play, improvisation and process drama
- Use voice, facial expression, movement and space to imagine and establish role and situation
- Present drama that communicates ideas, including stories from their community, to an audience
- Respond to drama, expressing what they enjoy and why, and why people make and perform drama
- Experiment with ideas and develop characters and settings through stories using images, sounds and text
- Use media technologies to capture and edit images and sounds and text to tell stories
- Create and present media artworks that communicate ideas and stories to an audience
- Respond to media artworks and consider where and why people make media artworks
- Consider personal reactions to situations or problems and how these reactions may influence thinking
- Examine words that show reasons and words that show conclusions
- Compare and contrast information and ideas in own and others reasoning
- Consider how reasons and examples are used to support a point of view and illustrate meaning
- Explore some learning strategies, including planning, repetition, rewording, memorisation, and use of mnemonics

Unit to be followed by whole school concert preparation/rehearsal for the remainder of the term.

Across the Year

Portfolios

Level 2 Curriculum ~ Gordon Primary School

Stand Alone Subjects (English and Maths integrated into integrated units where they fit)

[Visual Arts](#)

[PE/Dance](#)

[Indonesia & Background](#)

[English](#)

[Maths](#)

Integrated Units

Where is my community and does it have a history?

Term: 1 **Duration:** 9 weeks

Domains: History, Geography, Critical and Creative Thinking, Intercultural Capability

Themes: Continuity and change in my community, significant person/people in the local community, geographical data,

Content Descriptors:

- Identify examples of continuity and change in family life and in the local area by comparing past and present
- How the present, past and future are signified by terms indicating and describing time
- The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past
- The significance today of an historical site of cultural or spiritual importance
- The effect of changing technology on people's lives and their perspectives on the significance of that change
- Identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently
- Describe and explain where places and activities are located
- Identify how people are connected to different places
- Collect and record geographical data and information from the field and other sources
- Represent data and the location of places and their features by constructing tables, plans and labelled maps
- Interpret data and information to draw conclusions and describe the direction and location of places, using terms such as north, south, opposite, near, far
- Representation of the location of places and their features on maps and models, including a globe, and the location of the major geographical divisions of the world in relation to Australia
- Definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales
- Connections of people in Australia to other places in Australia and across the world
- Aboriginal and Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander peoples, and the ways in which they maintain special connections to particular Country/Place
- Weather and seasons and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander peoples, describe them

Materials, changes, push, pull, light and sound, are they a part of science?

Term: 2 **Duration:** 11 weeks

Domains: Science, Critical and Creative Thinking

Themes: materials and how they change, combining materials, objects move, push and pull, light and sound

Content Descriptors:

- Objects are made of materials that have observable properties
- Everyday materials can be physically changed or combined with other materials in a variety of ways for particular purposes
- The way objects move depends on a variety of factors including their size and shape: a push or a pull affects how an object moves or changes shape
- Light and sound are produced by a range of sources and can be sensed
- People use science in their daily lives
- Respond to and pose questions, and make predictions about familiar objects and events
- Participate in guided investigations, including making observations using the senses, to explore and answer questions
- Use informal measurements in the collection and recording of observations
- Use a range of methods, including drawings and provided tables, to sort information
- Compare observations and predictions with those of others
- Represent and communicate observations and ideas about changes in objects and events in a variety of ways
- Consider personal reactions to situations or problems and how these reactions may influence thinking
- Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities
- Investigate ways to problem-solve, using egocentric and experiential language

Can you follow that?

Term: 3 **Duration:** 10 weeks

Domains: Digital Technologies, Ethical Capability, Critical and Creative Thinking

Themes: sequence of steps to solve problems, how people use ICT, ICT – PUBLISHER, WORD, WEBSITES, CD ROMS, STORING FILES editing, book covers, presentation, rotating, (HOME, INSERT & PAGE LAYOUT)

Content Descriptors:

- Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems
- Explore how people safely use common information systems to meet information, communication and recreation needs
- Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved
- Consider personal reactions to situations or problems and how these reactions may influence thinking
- Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities
- Consider how reasons and examples are used to support a point of view and illustrate meaning
- Explore some learning strategies, including planning, repetition, rewording, memorisation, and use of mnemonics
- Investigate ways to problem-solve, using egocentric and experiential language

Is there really a marvellous medicine?

Term: 4 **Duration:** 8 weeks

Domains: Music, Drama, English, Media Arts, Critical and Creative Thinking

Themes: Roald Dahl, respond to music, make and perform music, instrumental music, communicate ideas, sing, play, improvise, compose, chants, songs, rhymes, cultural groups, voice, movement, body percussion, roles, characters, drama, voice, facial expression, stories, respond to drama.

Content Descriptors:

- Respond to music, communicating their preferences and discussing where and why people make and perform music
- Rehearse and perform songs and instrumental music they have learnt and composed to communicate ideas to an audience
- Sing and play instruments to improvise, compose and practise a repertoire of chants, songs and rhymes, including those used by cultural groups in the local community
- Use imagination and experimentation to explore musical ideas using voice, movement, instruments and body percussion
- Explore roles, characters and dramatic action in dramatic play, improvisation and process drama
- Use voice, facial expression, movement and space to imagine and establish role and situation
- Present drama that communicates ideas, including stories from their community, to an audience
- Respond to drama, expressing what they enjoy and why, and why people make and perform drama
- Experiment with ideas and develop characters and settings through stories using images, sounds and text
- Use media technologies to capture and edit images and sounds and text to tell stories
- Create and present media artworks that communicate ideas and stories to an audience
- Respond to media artworks and consider where and why people make media artworks
- Examine words that show reasons and words that show conclusions
- Compare and contrast information and ideas in own and others reasoning
- Consider how reasons and examples are used to support a point of view and illustrate meaning
- Explore some learning strategies, including planning, repetition, rewording, memorisation, and use of mnemonics

Unit to be followed by whole school concert preparation/rehearsal for the remainder of the term.

<ul style="list-style-type: none">• Natural, managed and constructed features of places, their location and how they change• Reasons why some places are special and some places are important to people and how they can be looked after• Activities in the local place and reasons for their location, and the influence of purpose, distance and accessibility on the frequency with which people visit places• Identify, describe and use different kinds of question stems to gather information and ideas• Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self• Identify and discuss cultural diversity in the school and/or community• Imagine and explain what their responses might be if they were placed in a different cultural situation or setting			
Across the Year			
Portfolios			

Level 3 & 4 Odd Calendar Year Curriculum ~ Gordon Primary School

Stand Alone Subjects (English and Maths integrated into integrated units where they fit)

Visual Arts	PE/Dance Personal and Social Capability - Identify the importance of including others in activities, groups and games	Indonesia & Background	English (Level 3)	Maths (Level 3)
Integrated Units				
<p>Life Cycles & Our amazing Earth What do a life cycle and the spinning Earth have to do with Science?</p> <p>Term: 1 Duration: 10 weeks</p> <p>Domains: Science, Critical and Creative Thinking</p> <p>Themes: Living things, non-living things, life cycles, environment, Earth, rotation, axis, day, night, Earth's surface, change in surface, natural processes, human processes, effects of actions</p> <p>Content Descriptors:</p> <ul style="list-style-type: none"> Science knowledge helps people to understand the effects of their actions Living things can be grouped on the basis of observable features and can be distinguished from non-living things Different living things have different life cycles and depend on each other and the environment to survive Earth's rotation on its axis causes regular changes, including night and day Earth's surface changes over time as a result of natural processes and human activity With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge Suggest ways to plan and conduct investigations to find answers to questions including consideration of the elements of fair tests Safely use appropriate materials, tools, equipment and technologies Use formal measurements in the collection and recording of observations Use a range of methods including tables and column graphs to represent data and to identify patterns and trends Compare results with predictions, suggesting possible reasons for findings Reflect on an investigation, including whether a test was fair or not Represent and communicate observations, ideas and findings to show patterns and relationships using formal and informal scientific language Identify and use 'If, then...' and 'what if...' reasoning Explore distinctions when organising and sorting 	<p>Robots take over the World</p> <p>Term: 2 Duration: 10 weeks</p> <p>Domains: Digital Technologies, Ethical Capabilities, Personal and Social Capability, Critical and Creative Thinking</p> <p>Themes: testing materials, components, tools, equipment, safe work practices, create design solutions, evaluate, processes, criteria for success, sequence of production steps</p> <p>Content Descriptors:</p> <ul style="list-style-type: none"> Explore how apparently wrong actions can sometimes lead to good outcomes and the reverse Discuss the role of personal values and dispositions in ethical decision-making and actions Explore the extent to which particular acts might be regarded by different people as good or bad, right or wrong, better or worse, and explain why Discuss the ways to identify ethical considerations in a range of problems Identify how persistence and adaptability can be used when faced with challenging situations and change Name and describe the skills required to work independently Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate Construct and use open and closed questions for different purposes Identify and use 'If, then...' and 'what if...' reasoning Explore distinctions when organising and sorting information and ideas from a range of sources Consider concrete and pictorial models to facilitate thinking, including a range of visualisation strategies Examine an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation, and reflect on how these can be applied to different tasks to reach a goal Investigate a range of problem-solving 	<p>Discovery of Our Great Nation</p> <p>Term: 3 Duration: 10 weeks</p> <p>Domains: History, Media Arts, Critical and Creative Thinking, Ethical Capability, Intercultural Capability</p> <p>Themes: European Settlement, world navigators, First Fleet, interactions with Aboriginals,</p> <p>Content Descriptors:</p> <ul style="list-style-type: none"> Sequence significant events in chronological order to create a narrative about one navigator, explorer or trader and Australian settlement Identify the origin and content features of primary sources when describing the significance of people, places and events Describe perspectives of people from the past Identify and explain the causes and effects of European settlement and exploration The diversity and longevity of Australia's first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives The journey(s) of a significant world navigator, explorer or trader up to the late eighteenth century, including their contacts with and effects on other societies Stories of the First Fleet, including causes and reasons for the journey, who travelled to Australia, and their experiences and perspectives following arrival The nature of contact between Aboriginal and Torres Strait Islander peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions Explore the extent to which particular acts might be regarded by different people as good or bad, right or wrong, better or worse, and explain why Explore how apparently wrong actions can sometimes lead to good outcomes and the reverse Construct and use open and closed questions for different purposes Explore reactions to a given situation or problem and consider the effect of pre-established preferences Investigate different techniques to sort facts and 	<p>The Amazing Race How do you read and make a map?</p> <p>Term: 4 Duration: 6 weeks</p> <p>Domains: Geography, Digital Technologies, Critical and Creative Thinking</p> <p>Themes: Geographical concepts and skills, scales, locations, geographical data, tables, simple graphs, maps, legend, title, north point, grid references, compass direction, distance</p> <p>Content Descriptors:</p> <ul style="list-style-type: none"> Identify and describe the characteristics of places in different locations at a range of scales Identify and describe locations and spatial distributions and patterns Identify and explain the interconnections within places and between places Collect and record relevant geographical data and information from the field and other sources Represent data and the location of places and their characteristics by constructing tables and simple graphs and maps of appropriate scale that conform to cartographic conventions of border, scale, legend, title and north point Interpret maps and other geographical data and information to develop identifications, descriptions, explanations and conclusions, using geographical terminology including simple grid references, compass direction and distance Recognise different types of data and explore how the same data can be represented in different ways Collect, access and present different types of data using simple software to create information and solve problems Individually and with others, plan, create and communicate ideas and information safely, applying agreed ethical and social protocols Identify and use 'If, then...' and 'what if...' reasoning Explore distinctions when organising and sorting information and ideas from a range of 	<p>Can I win an Oscar for that?</p> <p>Term: 4 Duration: 4 weeks</p> <p>Domains: Music, Drama, English, Personal and Social Capability, Dance</p> <p>Themes: Whole school concert, imagination, pitch, rhyme/time, form, dynamics, tempo, voice, movement, instruments, sing, play, arrange music from different cultures/times/locations, communicate ideas, musical features, compose, perform, roles, narrative structures, voice, body movement, create dramatic action, scripted drama,</p> <p>Content Descriptors:</p> <ul style="list-style-type: none"> Use imagination and creativity to explore pitch, rhythm/time and form, dynamics and tempo using voice, movement and instruments Use voice and instruments to sing, play and arrange music from different cultures, times and locations, and improvise and compose music in different forms Rehearse and perform songs and instrumental music they have learnt and composed, shaping elements of music to communicate ideas to an audience Identify features of the music they listen to, compose and perform, and discuss the purposes it was created for using music terminology Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place Shape and perform dramatic action using narrative structures and tension in devised and scripted drama Identify intended purposes and meaning of drama, using the elements of drama to make comparisons Identify and explore the expression of emotions in social situations and the impact on self and others Identify personal strengths and select personal qualities that could be further developed Improvise and structure movement ideas for dance sequences using safe dance practice, the elements of dance and choreographic devices Use choreographic devices to organise dance sequences, and practise body actions and technical skills Perform dances using technical and expressive skills to communicate ideas and intentions to an audience

<p>information and ideas from a range of sources</p> <ul style="list-style-type: none">• Consider concrete and pictorial models to facilitate thinking, including a range of visualisation strategies• Examine an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation, and reflect on how these can be applied to different tasks to reach a goal• Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses <p>Explore a range of digital systems with peripheral devices for different purposes, and transmit different types of data</p>	<p>strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses</p> <ul style="list-style-type: none">• Define simple problems, and describe and follow a sequence of steps and decisions involving branching and user input (algorithms) needed to solve them• Develop simple solutions as visual programs• Explain how student-developed solutions and existing information systems meet common personal, school or community needs <p>Explore a range of digital systems with peripheral devices for different purposes, and transmit different types of data</p>	<p>extend known ideas to generate novel and imaginative ideas</p> <ul style="list-style-type: none">• Explain the role of cultural traditions in the development of personal, group and national identities• Identify how understandings between culturally diverse groups can be encouraged and achieved <p>Explore a range of digital systems with peripheral devices for different purposes, and transmit different types of data</p>	<p>sources</p> <ul style="list-style-type: none">• Consider concrete and pictorial models to facilitate thinking, including a range of visualisation strategies• Explore a range of digital systems with peripheral devices for different purposes, and transmit different types of data <p>***Possibility of including coding here with QR codes</p> <ul style="list-style-type: none">• Define simple problems, and describe and follow a sequence of steps and decisions involving branching and user input (algorithms) needed to solve them• Develop simple solutions as visual programs• Explain how student-developed solutions and existing information systems meet common personal, school or community needs	<ul style="list-style-type: none">• Identify how the elements of dance and production elements express ideas in dance they make, perform and view
Across the Year				
Portfolios				

Level 3 & 4 Even Calendar Year Curriculum ~ Gordon Primary School

Stand Alone Subjects (English and Maths integrated into integrated units where they fit)

Visual Arts	PE/Dance Personal and Social Capability - Identify the importance of including others in activities, groups and games	Indonesia & Background	English (Level 4)	Maths (Level 4)
Integrated Units				
Who am I?; Term 1 Duration 6 weeks; 4 weeks Domains: digital technologies, personal and social capability, critical and creative thinking. health Themes: personal awareness, safety, health and wellbeing, social and emotional wellbeing, Short 4 weeks of lego robotics and coding. Content Descriptors: Health: Examine how success, challenge and failure strengthen personal identities Explore strategies to manage physical, social and emotional change Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe Identify and practise strategies to promote health, safety and wellbeing Describe factors that can positively influence relationships and personal wellbeing Investigate how emotional responses vary in family situations and in friendship groups Discuss and interpret health information and messages in the media Describe strategies to make the classroom and playground healthy, safe and active spaces Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing Critical and Creative Thinking Construct and use open and closed questions for different purposes Explore reactions to a given situation or problem and consider the effect of pre-established preferences Investigate why and when the consequences of a point of view should be considered Identify and use ‘If, then...’ and ‘what if....’ Reasoning Digital Technologies Explore a range of digital systems with peripheral devices for different purposes, and transmit different types of data Individually and with others, plan, create and communicate ideas and information safely, applying agreed ethical and social protocols	Who is Australian? Term: 2 Duration: 11 weeks Domains: History, Civics and Citizenship, Media Arts, Personal and Social Capability, Critical and Creative Thinking, Intercultural Capability Ethical Capabilities Themes: Aboriginals, Australian celebrations, significant places, local community, Government and Democracy, rules, laws and citizens, citizenship, diversity and identity Content Descriptors: <ul style="list-style-type: none">Identify the origin and content features of primary sources when describing the significance of people, places and eventsDescribe perspectives of people from the pastIdentify and explain the causes and effects of European settlement and explorationThe diversity and longevity of Australia’s first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily livesDescribe the significance of Australian celebrations, symbols and emblemsThe significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local areaA significant example of change and a significant example of continuity over time in the local community, region or state/territoryThe role that people of diverse backgrounds have played in the development and character of the local community and/or other societiesOne significant narrative, myth or celebration from the past	What would happen if you take away heat? Term: 3 Duration: 8 weeks Domains: Science, Creative and Critical Thinking Themes: solid, liquid, gas, natural materials, processed materials, physical properties, heat and how it can be produced and transferred, gain and loss of heat, forces can be exerted, direct contact, distance Content Descriptors: <ul style="list-style-type: none">A change of state between solid and liquid can be caused by adding or removing heatNatural and processed materials have a range of physical properties; these properties can influence their useHeat can be produced in many ways and can move from one object to another; a change in the temperature of an object is related to the gain or loss of heat by the objectForces can be exerted by one object on another through direct contact or from a distanceWith guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledgeSuggest ways to plan and conduct investigations to find answers to questions including consideration of the elements of fair testsSafely use appropriate materials, tools, equipment and technologiesUse formal measurements in the collection and recording of observationsUse a range of methods including tables and column graphs to represent data and to identify patterns and trendsCompare results with predictions, suggesting possible reasons for findingsReflect on an investigation, including whether a test was fair or notRepresent and communicate observations, ideas and findings to show patterns and relationships using formal and informal scientific languageIdentify and use ‘If, then...’ and ‘what if...’ reasoningExplore distinctions when organising and sorting information and ideas from a range of sourcesConsider concrete and pictorial models to	Where in the World is Australia? Term: 4 Duration: 6 weeks Domains: Geography and Digital Technologies, Ethical Capabilities Themes: Geographical knowledge, location of major countries- Africa & South America, vegetation, native animals, Australia’s neighbouring countries, climates of the world, Australian states/territories, natural and human characteristics of Australia, views on protection of places/animals Content Descriptors: <ul style="list-style-type: none">Location of major countries of Africa and South America in relation to Australia and their major characteristics including the types of vegetation and native animals in at least two countries for both continentsLocation of Australia’s neighbouring countries and the diverse characteristics of their placesRepresentation of Australia as states and territories, and Australia’s major natural and human characteristicsThe many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainabilityMain climates of the world and the similarities and differences between the climates of different placesTypes of natural vegetation and the significance of vegetation to the environment, the importance of environments to animals and people, and different views on how they can be protected; the use and management of natural resources and waste, and different views on how to do this sustainably	Is it an Academy Award performance? Term: 3 & 4 Duration: 2 weeks term 3 4 weeks term 4 Domains: Music, Drama, English, Personal and Social Capability, Dance, Drama Themes: Whole school concert, imagination, pitch, rhyme/time, form, dynamics, tempo, voice, movement, instruments, sing, play, arrange music from different cultures/times/locations, communicate ideas, musical features, compose, perform, roles, narrative structures, voice, body movement, create dramatic action, scripted drama, Content Descriptors: <ul style="list-style-type: none">Use imagination and creativity to explore pitch, rhythm/time and form, dynamics and tempo using voice, movement and instrumentsUse voice and instruments to sing, play and arrange music from different cultures, times and locations, and improvise and compose music in different formsRehearse and perform songs and instrumental music they have learnt and composed, shaping elements of music to communicate ideas to an audienceIdentify features of the music they listen to, compose and perform, and discuss the purposes it was created for using music terminologyExplore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised dramaUse voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and placeShape and perform dramatic

<p>Personal and Social: Identify and explore the expression of emotions in social situations and the impact on self and others</p> <p>Identify personal strengths and select personal qualities that could be further developed</p> <p>Identify the importance of including others in activities, groups and games</p> <p>Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate</p>	<ul style="list-style-type: none"> • Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC Week and National Sorry Day • Significance of celebrations and commemorations in other places around the world • Identify features of government and law and describe key democratic values • Identify how and why decisions are made democratically in communities • Explain the roles of local government and some familiar services provided at the local level • Explain how and why people make rules • Distinguish between rules and laws and discuss why rules and laws are important • Investigate why and how people participate within communities and cultural and social groups • Describe the different cultural, religious and/or social groups to which they and others in the community may belong • Investigate and devise representations of people in their community, through stories, structure, settings in images, sounds and text • Use media technologies to create time and space through the manipulation of images, sounds and text when telling stories • Plan, create and present media artworks for specific purposes with awareness of responsible media practice • Identify intended purposes and meanings of media artworks considering who makes media artworks and the characteristics of audiences who view them in different social, historical and cultural contexts • Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion • Describe the ways in which similarities and differences can effect relationships • Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate • Identify conflicts commonly experienced in peer groups and suggest 	<p>facilitate thinking, including a range of visualisation strategies</p> <ul style="list-style-type: none"> • Examine an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation, and reflect on how these can be applied to different tasks to reach a goal • Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses <ul style="list-style-type: none"> • Explore a range of digital systems with peripheral devices for different purposes, and transmit different types of data 	<ul style="list-style-type: none"> • Similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places • Similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there • Recognise different types of data and explore how the same data can be represented in different ways • Collect, access and present different types of data using simple software to create information and solve problems • Individually and with others, plan, create and communicate ideas and information safely, applying agreed ethical and social protocols <ul style="list-style-type: none"> • Explore the contested meaning of concepts including fairness and harm and how they can seem to differ in different situations <ul style="list-style-type: none"> • Discuss the role of personal values and dispositions in ethical decision-making and actions <ul style="list-style-type: none"> • Explore a range of digital systems with peripheral devices for different purposes, and transmit different types of data 	<p>action using narrative structures and tension in devised and scripted drama</p> <ul style="list-style-type: none"> • Identify intended purposes and meaning of drama, using the elements of drama to make comparisons • Identify and explore the expression of emotions in social situations and the impact on self and others • Identify personal strengths and select personal qualities that could be further developed • Use choreographic devices to organise dance sequences, and practise body actions and technical skills • Perform dances using technical and expressive skills to communicate ideas and intentions to an audience • Identify how the elements of dance and production elements express ideas in dance they make, perform and view • Improvise and structure movement ideas for dance sequences using safe dance practice, the elements of dance and choreographic devices
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	<p>possible causes and resolutions</p> <ul style="list-style-type: none">• Construct and use open and closed questions for different purposes• Explore reactions to a given situation or problem and consider the effect of pre-established preferences• Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas• Examine and use the structure of a basic argument, with an aim, reasons and conclusion to present a point of view• Distinguish between main and peripheral ideas in own and others information and points of view• Investigate why and when the consequences of a point of view should be considered• Identify and use 'If, then...' and 'what if...' reasoning• Compare their own and others cultural practices, showing how these may influence the ways people relate to each other• Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and others cultures• Explain the role of cultural traditions in the development of personal, group and national identities• Identify how understandings between culturally diverse groups can be encouraged and achieved <p>• Explore the contested meaning of concepts including fairness and harm and how they can seem to differ in different situations</p> <p>• Discuss the role of personal values and dispositions in ethical decision-making and actions</p> <p>• Explore a range of digital systems with peripheral devices for different purposes, and transmit different types of data</p>			
Across the Year				
Portfolio				

Level 5 & 6 Even Calendar Year Curriculum ~ Gordon Primary School

Stand Alone Subjects (English and Maths integrated into integrated units where they fit)

Visual Arts	PE/Dance	Indonesia & Background	English (Level 5)	Maths (Level 5)	
			Critical and Creative Thinking - Examine learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information and reflect on the application of these strategies in different situations	Critical and Creative Thinking - Examine learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information and reflect on the application of these strategies in different situations	
Integrated Units					
<p>Do I need it or do I want it?</p> <p><u>Term: 1</u> <u>Duration: 8 weeks</u></p> <p>Domains: Economics and Business, Ethical Capability, Personal and Social Capability</p> <p>Themes: needs, wants, opportunity cost, choices, limited resources, trade offs, consumer, financial choices, personal consumer choices, the effects of choices on the broader community/natural/economic and business environments</p> <p>Content Descriptors:</p> <ul style="list-style-type: none">Describe the difference between needs and wants and explain why choices need to be madeExplore the concept of opportunity cost and explain how it involves choices about the alternative use of limited resources and the need to consider trade-offsIdentify types of resources (natural, human, capital) and explore the ways societies use them in order to satisfy the needs and wants of present and future generationsIdentify influences on consumer choices and explore strategies that can be used to help make informed personal consumer and financial choicesConsider the effect that consumer and financial decisions of individuals may have on themselves, their family, the broader community and the natural, economic and business environmentMake decisions, identify appropriate actions by considering the advantages and disadvantages,	<p>Living things, changing materials and the Earth, what do they have to do with Science?</p> <p><u>Term: 2</u> <u>Duration: 10 weeks</u></p> <p>Domains: Science, Critical and Creative Thinking</p> <p>Themes: biological science – living things with structural features and adaptations, growth and survival of living things; chemical science – solids, liquids and gases, changing materials, freezing, melting, evaporating, burning, rusting; earth and space sciences – earth is a part of a system of planets orbiting a star, geological changes, extreme weather, earth’s surface</p> <p>Content Descriptors:</p> <ul style="list-style-type: none">Living things have structural features and adaptations that help them to survive in their environmentThe growth and survival of living things are affected by the physical conditions of their environmentSolids, liquids and gases behave in different ways and have observable properties that help to classify themChanges to materials can be reversible, including melting, freezing, evaporating, or irreversible, including burning and rustingEarth is part of a system of planets orbiting around a star (the Sun)Sudden geological changes or extreme weather conditions can affect Earth’s surfaceWith guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be based on previous experiences or general rules	<p>Would you migrate to Australia?</p> <p><u>Term: 3</u> <u>Duration: 5 weeks</u></p> <p>Domains: History, Media Arts, Personal and Social Capability, Intercultural Capability</p> <p>Themes: Aboriginals, Torres Strait Islanders, Asian and Europe, migration</p> <p>Content Descriptors:</p> <ul style="list-style-type: none">Describe perspectives and identify ideas, beliefs and values of people and groups in the pastIdentify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, ‘native born’ and migrants in the Australian coloniesThe nature of convict or colonial presence, including the factors that influenced changing patterns of development, how the environment changed, and aspects of the daily life of the inhabitants, including Aboriginal and Torres Strait Islander peoplesThe effects of a significant development or event on a colonyThe causes and the reasons why people migrated to Australia from Europe and Asia, and the perspectives, experiences and contributions of a particular migrant group within a colonyThe role that a significant individual or group played in shaping and changing a colonyThe stories and perspectives of people who migrated to Australia, including from one Asian country, and the reasons they migratedSignificant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian societyThe social, economic and political causes and reasons for the establishment of British colonies in Australia after 1800Explore representations, characterisations and viewpoints of people in their community, using stories, structure, settings, and genre conventions in images, sounds and textDevelop skills with media technologies to shape space, time, colour, movement and lighting, within images, sounds or text when telling storiesPlan, produce and present media artworks for specific	<p>Would you travel there?</p> <p><u>Term: 3</u> <u>Duration: 5 weeks</u></p> <p>Domains: Geography, Critical and Creative Thinking, Intercultural Capability</p> <p>Themes: Geographical knowledge, locations of major countries Europe & North America, environmental characteristics, major countries of Asia, demographic, cultural, social characteristics of countries, influences of people, impact of bushfires/floods on environments/communities, environmental and human influences, Australia’s connections with other countries</p> <p>Content Descriptors:</p> <ul style="list-style-type: none">Location of the major countries of Europe and North America, in relation to Australia and their major characteristics including the influence of people on the environmental characteristics of places in at least two countries from both continentsLocation of the major countries of the Asian region in relation to Australia and the geographical diversity within the regionDifferences in the demographic, economic, social and cultural characteristics of countries across the worldInfluence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian placesImpacts of bushfires or floods on environments and communities, and how people can respondEnvironmental and human influences on the location and characteristics of places and the management of spaces within themFactors that influence people’s awareness and opinion of placesAustralia’s connections with other countries and how these change people and places	<p>Are you the next Master Chef?</p> <p><u>Term: 4</u> <u>Duration: 5 weeks</u></p> <p>Domains: Design & Technologies, Ethical Capability</p> <p>Themes: , systems, components, tools, equipment, impact of use</p> <p>Content Descriptors:</p> <ul style="list-style-type: none">Examine the main components of common digital systems, and how such digital systems may connect together to form networks to transmit dataDefine problems in terms of data and functional requirements, drawing on previously solved problems to identify similaritiesDesign a user interface for a digital system, generating and considering alternative design ideasDesign, modify and follow simple algorithms represented diagrammatically and in English, involving sequences of steps, branching, and iterationDevelop digital solutions as simple visual programsExplain how student-developed solutions and existing information systems meet current and future community and sustainability needsDiscuss the role and significance of conscience and reasoning in ethical decision-	<p>Do you have what it takes to be an actor?</p> <p><u>Term: 4</u> <u>Duration: 5 weeks</u></p> <p>Domains: Music, Drama, Personal and Social Capability, Critical and Creative Thinking</p> <p>Themes: Whole school concert, imagination, pitch, rhyme/time, form, dynamics, tempo, voice, movement, instruments, sing, play, arrange music from different cultures/times/locations, communicate ideas, musical features, compose, improvise, perform, roles, narrative structures, voice, body movement, create dramatic action, scripted drama, production, feelings</p> <p>Content Descriptors:</p> <ul style="list-style-type: none">Explore ways of combining the elements of music using listening skills, voice and a range of instruments, objects and electronically generated sounds to create effectsDevelop and practise technical skills and use of expressive elements of music in singing, playing instruments, improvising, arranging and composingRehearse and perform songs and music they have learnt, including their own compositions, combining aspects of the elements of music and using performance skills, to communicate ideas and intentions to an audienceExplain how aspects of the elements of music are combined to communicate ideas, concepts and feelings by comparing music from different cultures, times and locationsExplore dramatic action, empathy and space in improvisations, play-building and scripted drama, to develop characters and situationsDevelop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic actionPerform devised and scripted drama that develops narrative and uses performance styles and design elements to engage an audience

<p>and form conclusions concerning an economics or business issue or event</p> <ul style="list-style-type: none">• Explore the significance of ‘means versus ends’ by considering two ways to act when presented with a problem: one that privileges means and one ends• Explore the links between their emotions and their behaviour• Explore the links between their emotions and their behaviour	<ul style="list-style-type: none">• With guidance, plan appropriate investigation types to answer questions or solve problems and use equipment, technologies and materials safely, identifying potential risks• Decide which variables should be changed, measured and controlled in fair tests and accurately observe, measure and record data• Construct and use a range of representations, including tables and graphs, to record, represent and describe observations, patterns or relationships in data• Compare data with predictions and use as evidence in developing explanations• Suggest improvements to the methods used to investigate a question or solve a problem• Communicate ideas and processes using evidence to develop explanations of events and phenomena and to identify simple cause-and-effect relationships• Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities• Consider the importance of giving reasons and evidence and how the strength of these can be evaluated• Examine learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information and reflect on the application of these strategies in different situations• Acquire, store and validate different types of data and use a range of software to interpret and visualise data to create information	<p>audiences and purposes using responsible media practice</p> <ul style="list-style-type: none">• Explain how the elements of media arts and story principles communicate meaning and viewpoints by comparing media artworks from different social, cultural and historical contexts• Reflect on how personal strengths have assisted in achieving success at home, at school or in the community• Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences• Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual• Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved• Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced• Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and others cultures• Identify barriers to and means of reaching understandings within and between culturally diverse groups• Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups• Identify the skills for working independently and describe their performance when undertaking independent tasks	<ul style="list-style-type: none">• Experiment with alternative ideas and actions by setting preconceptions to one side• Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities• Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced• Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and others cultures• Identify barriers to and means of reaching understandings within and between culturally diverse groups• Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups• Plan, create and communicate ideas, information and online collaborative projects, applying agreed ethical, social and technical protocols	making	<ul style="list-style-type: none">• Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts• Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations• Consider when analogies might be used in expressing a point of view and how they should be expressed and evaluated• Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team’s performance when undertaking various roles
Across the Year					
Portfolios					

Level 5 & 6 Odd Calendar Year Curriculum ~ Gordon Primary School

Stand Alone Subjects (English and Maths integrated into integrated units where they fit)

Visual Arts

PE/Dance

Indonesia & Background

English (Level 6)

Critical and Creative Thinking - Examine learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information and reflect on the application of these strategies in different situations

Maths (Level 6)

Critical and Creative Thinking - Examine learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information and reflect on the application of these strategies in different situations

Integrated Units

Energy, light, inventions and problem solving, what do they have to do with science?

Term: 1 Duration: 9 weeks

Domains: Science & Design and Technologies, Ethical Capability, Critical and Creative Thinking

Themes: Science as a human endeavour – scientific understandings, discoveries, inventions, personal and community decisions; physical science – light, shadows, absorbed, reflected, refracted, energy, electricity, electric circuits, transferred and transformed, movement/ sound/ light in designed products

Content Descriptors:

- Scientific understandings, discoveries and inventions are used to inform personal and community decisions and to solve problems that directly affect people's lives
- Light from a source forms shadows and can be absorbed, reflected and refracted
- Energy from a variety of sources can be used to generate electricity; electric circuits enable this energy to be transferred to another place and then to be transformed into another form of energy
- With guidance, plan appropriate investigation types to answer questions or solve problems and use equipment, technologies and materials safely, identifying potential risks
- Decide which variables should be changed, measured and controlled in fair tests and accurately observe, measure and record data
- Construct and use a range of representations, including tables and graphs, to record, represent and describe

Why work?

Term: 2 Duration: 5 weeks

Domains: Economics and Business, Ethical Capability, Personal and Social Capability

Themes: why do businesses exist, produce and distribute goods and services, nature and meaning of work, why individuals choose to work, influences effecting work, enterprising behaviours, business event – advantages/disadvantages

Content Descriptors:

- Consider the effect that consumer and financial decisions of individuals may have on themselves, their family, the broader community and the natural, economic and business environment
- Identify the reasons businesses exist and investigate the different ways they produce and distribute goods and services
- Explore the nature and meaning of work and why individuals choose to participate in work
- Investigate the influences on the ways people work and explore factors affecting work now and into the future
- Investigate the nature and explain the importance of enterprising behaviours and capabilities
- Make decisions, identify appropriate actions by considering the advantages and disadvantages, and form conclusions concerning an economics or business issue or event
- Examine the contested meaning of concepts including truth and happiness and the extent to which these concepts are and should be valued

It is a problem; I have a design, what else do I need to consider?

Term: 2 Duration: 5 weeks

Domains: Ethical Capability, Personal and Social Capability, Critical and Creative Thinking

Themes: Creating design solutions, occupations in technology design, competing considerations, environmental and social sustainability, needs for opportunities for designing and investigating materials/components/ materials, technical terms, graphical representation, safe procedures, criteria for success, project plan

Content Descriptors:

- Discuss how ethical principles can be used as the basis for action, considering the influence of cultural norms, religion, world views and philosophical thought on these principles
- Examine how problems may contain more than one ethical issue
- Manage some tasks independently and monitor their progress towards completion
- Investigate common reasoning errors including contradiction and inconsistency, and the influence of context
- Explore what a criterion is, different kinds of criteria, and how to select appropriate criteria for the purposes of filtering information and ideas
- Investigate thinking processes using visual models and language strategies

How did we get here??

Term: 3 Duration: 10 weeks

Domains: History, Civics and Citizenship, Media Arts, Personal and Social Capability, Intercultural Capability

Themes: Democracy and Federation, Diversity and Identity

Content Descriptors:

- Sequence significant events and lifetimes of people in chronological order to create a narrative to explain the developments in Australia's colonial past and the causes and effects of Federation on its people
- Identify the origin, content features and the purpose of historical sources and describe the context of these sources when explaining daily life in colonial Australia, reasons for migration and causes and effects of Federation
- Describe perspectives and identify ideas, beliefs and values of people and groups in the past
- Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants
- Explain the significance of an event and an individual or group that influenced change in the Australian colonies and in Australian society since Federation
- Examine the concept of global citizenship
- Explore representations, characterisations and viewpoints of people in their community, using stories, structure, settings, and genre conventions in images, sounds and text
- Develop skills with media technologies to shape space, time, colour, movement and lighting, within images, sounds or text when telling stories
- Plan, produce and present media artworks for specific audiences and purposes using responsible media practice
- Explain how the elements of media arts and story principles communicate meaning and viewpoints by comparing media artworks from different social, cultural

Where is it on a map?

Term: 4 Duration: 5 weeks

Domains: Geography

Themes: Geographical knowledge, local & global scales, spatial distributions and patterns, interconnections and their effects on places, diagrams, field sketches, large-scale maps, small-scale maps, scale, legend, title, north point, source, geographical terminology

Content Descriptors:

- Describe and explain the diverse characteristics of places in different locations from local to global scales
- Identify and describe locations and describe and explain spatial distributions and patterns
- Describe and explain interconnections within places and between places, and the effects of these interconnections
- Collect and record relevant geographical data and information from the field and secondary sources, using ethical protocols
- Represent the location of places and other types of geographical data and information in different forms including diagrams, field sketches and large-scale and small-scale maps that conform to cartographic conventions of border, scale, legend, title, north point and source; using

Can you take a lead role?

Term: 4 Duration: 5 weeks

Domains: Music, Drama, Personal and Social Capability, Critical and Creative Thinking

Themes: Whole school concert, imagination, pitch, rhyme/time, form, dynamics, tempo, voice, movement, instruments, sing, play, arrange music from different cultures/times/locations, communicate ideas, musical features, compose, improvise, perform, roles, narrative structures, voice, body movement, create dramatic action, scripted drama, production, feelings

Content Descriptors:

- Explore ways of combining the elements of music using listening skills, voice and a range of instruments, objects and electronically generated sounds to create effects
- Develop and practise technical skills and use of expressive elements of music in singing, playing instruments, improvising, arranging and composing
- Rehearse and perform songs and music they have learnt, including their own compositions, combining aspects of the elements of music and using performance skills, to communicate ideas and intentions to an audience
- Explain how aspects of the elements of music are combined to communicate ideas, concepts and feelings by comparing music from different cultures, times and locations
- Explore dramatic action, empathy and space in improvisations, play-building and scripted drama, to develop characters and situations

<p>observations, patterns or relationships in data</p> <ul style="list-style-type: none">• Compare data with predictions and use as evidence in developing explanations• Suggest improvements to the methods used to investigate a question or solve a problem• Communicate ideas and processes using evidence to develop explanations of events and phenomena and to identify simple cause-and-effect relationships• Investigate how forces or electrical energy can control movement, sound or light in a designed product or system• Examine the contested meaning of concepts including truth and happiness and the extent to which these concepts are and should be valued• Examine the difference between valid and sound arguments and between inductive and deductive reasoning, and their degrees of certainty• Consider the importance of giving reasons and evidence and how the strength of these can be evaluated	<ul style="list-style-type: none">• Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved• Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and assess both their own and their team’s performance when undertaking various roles• Describe the various causes of conflict and evaluate possible resolutions• Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities	<ul style="list-style-type: none">• Investigate how ideas and problems can be disaggregated into smaller elements or ideas, how criteria can be used to identify gaps in existing knowledge, and assess and test ideas and proposals	<p>and historical contexts</p> <ul style="list-style-type: none">• Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual• Identify barriers to and means of reaching understandings within and between culturally diverse groups• Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups	<p>digital and spatial technologies as appropriate</p> <ul style="list-style-type: none">• Interpret maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology	<ul style="list-style-type: none">• Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action• Perform devised and scripted drama that develops narrative and uses performance styles and design elements to engage an audience• Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts• Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations• Consider when analogies might be used in expressing a point of view and how they should be expressed and evaluated
Across the Year					

CANBERRA CAMP

- The significance of key figures and events that led to Australia’s Federation, including British and American influences on Australia’s system of law and government
- The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children
- Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society
- Discuss the values, principles and institutions that underpin Australia’s democratic forms of government and explain how this system is influenced by the Westminster system
- Describe the roles and responsibilities of the three levels of government, including shared roles and responsibilities within Australia’s federal system
- Identify and discuss the key features of the Australian electoral process
- Identify the roles and responsibilities of electors and representatives in Australia’s democracy
- Explain how state/territory and federal laws are initiated and passed through parliament
- Explain how and why laws are enforced and describe the roles and responsibilities of key personnel in law enforcement, and in the legal system
- Identify who can be an Australian citizen and describe the rights, responsibilities and shared values of Australian citizenship and explore ways citizens can participate in society
- Identify different points of view on a contemporary issue relating to democracy and citizenship
- Investigate how people with shared beliefs and values work together to achieve their goals and plan for action

English foundation

Mode	Reading and Viewing	Writing	Speaking and Listening
Strand	Language	Language	Language
Sub-strand	Text structure and organisation	Text structure and organisation	Language variation and change
	<i>Purpose, audience and structure of different texts</i> Understand that texts can take many forms and that imaginative and informative texts have different purposes	<i>Text cohesion</i> Understand that some language in written texts is unlike everyday spoken language	<i>Language variation and change</i> Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community
Sub-strand	Concepts of print and screen	Punctuation	Language for interaction
	Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, including directionality	Understand that punctuation is a feature of written text different from letters and recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences	<i>Language for social interactions</i> Explore how language is used differently at home and school depending on the relationships between people
			<i>Evaluative language</i> Understand that language can be used to explore ways of expressing needs, likes and dislikes
Sub-strand	Expressing and developing ideas	Phonics and word knowledge	Expressing and developing ideas
	<i>Sentence and clause level grammar</i> Recognise that sentences are key units for expressing ideas	<i>Spelling</i> Understand that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name	<i>Vocabulary</i> Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school
	<i>Word level grammar</i> Recognise that texts are made up of words and groups of words that make meaning	<i>Spelling</i> Know how to use onset and rime to spell words where sounds map more directly onto letters	
	<i>Visual language</i> Explore the different contribution of words and images to meaning in stories and informative texts		
Sub-strand	Phonics and word knowledge		Phonics and word knowledge
	<i>Phonic knowledge</i> Recognise all upper- and lower-case letters and the most common sound that each letter represents		<i>Phonological and phonemic awareness</i> Identify rhyming words, alliteration patterns, syllables and some sounds (phonemes) in spoken words
	<i>Phonic knowledge</i> Blend sounds associated with letters when reading consonant-vowel-consonant words		<i>Phonological and phonemic awareness</i> Blend and segment onset and rime in single syllable spoken words and isolate, blend and segment phonemes in single syllable words (first consonant sound, last consonant sound, middle vowel sound)
Strand	Literature	Literature	Literature
Sub-strand	Examining literature	Creating literature	Responding to literature
	<i>Features of literary texts</i> Recognise some different types of literary texts and identify some characteristic features of literary texts	<i>Creating literary texts</i> Retell familiar literary texts through performance, use of illustrations and images	<i>Personal responses to the ideas, characters and viewpoints in texts</i> Respond to texts, identifying favourite stories, authors and illustrators
	<i>Features of literary texts</i> Identify some features of texts including events and characters and retell events from a text		<i>Expressing preferences and evaluating texts</i> Share feelings and thoughts about the events and characters in texts
Sub-strand	Literature and context		Examining literature
	<i>Literature and context</i> Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences		<i>Language devices in literary texts</i> Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures
Sub-strand			Creating literature
			<i>Experimentation and adaptation</i> Modify familiar texts

Strand	Literacy	Literacy	Literacy
Sub-strand	Texts in context	Creating texts	Interacting with others
	<i>Texts and the contexts in which they are used</i> Identify some familiar texts and the contexts in which they are used	<i>Creating texts</i> Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge	<i>Listening and speaking interactions</i> Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak
Sub-strand	Interpreting, analysing, evaluating	<i>Editing</i> Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops	<i>Oral presentations</i> Deliver short oral presentations to peers, using appropriate voice levels, articulation, body language, gestures and eye contact
	<i>Reading processes</i> Read texts with familiar structures and features, practising phrasing and fluency, and monitor meaning using concepts about print and emerging phonic, semantic, contextual and grammatical knowledge		
	<i>Comprehension strategies</i> Use comprehension strategies to understand and discuss texts listened to, viewed or read independently	<i>Handwriting</i> Understand that sounds in English are represented by upper- and lower-case letters that can be written using learned letter formation patterns for each case	
	<i>Analysing and evaluating texts</i> Identify some differences between imaginative and informative texts	<i>Use of software</i> Construct texts using software including word processing programs	

	Achievement Standard		
	Reading and Viewing By the end of the Foundation level, students use questioning and monitoring strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different <u>types of texts</u> and that these can have similar characteristics. They identify connections between texts and their personal experience. They <u>read</u> short predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of <u>concepts about print</u> , and sound and letters. They identify the letters of the English alphabet in both upper- and lower-case, and know and can use the sounds represented by most letters.	Writing When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form all upper- and lower-case letters.	Speaking and Listening Students <u>listen</u> to and use appropriate interaction skills to respond to others in a familiar environment. They can identify rhyme, letter patterns and sounds in words. Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events. In informal group and whole-class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words.

Level 1

Mode	Reading and Viewing	Writing	Speaking and Listening
Strand	Language	Language	Language
Sub-strand	Text structure and organisation	Text structure and organisation	Language variation and change
	<i>Purpose, audience and structure of different types of texts</i> Understand that the purposes texts serve shape their structure in predictable ways	<i>Text cohesion</i> Understand patterns of repetition and contrast in simple texts	<i>Language variation and change</i> Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others
Sub-strand	<i>Concepts of print and screen</i> Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links	<i>Punctuation</i> Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands	Language for interaction
			<i>Language for social interactions</i> Understand that language is used in combination with other means of communication
			<i>Language for social interactions</i> Understand that there are different ways of asking for information, making offers and giving commands
			<i>Evaluative language</i> Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions
Sub-strand	Expressing and developing ideas		Expressing and developing ideas
	<i>Sentence and clause level grammar</i> Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is involved?’ and the surrounding circumstances		<i>Vocabulary</i> Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts
	<i>Word level grammar</i> Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)		
	<i>Visual language</i> Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning		
Sub-strand	Phonics and word knowledge	Phonics and word knowledge	Phonics and word knowledge
	<i>Spelling</i> Understand how to spell one and two syllable words with common letter patterns	<i>Spelling</i> Recognise and know how to use simple grammatical morphemes in word families	<i>Phonological and phonemic awareness</i> Identify the separate phonemes in consonant blends or clusters at the beginnings and ends of syllables
	<i>Phonic knowledge</i> Recognise short vowels, common long vowels and consonant digraphs and consonant blends	<i>Spelling</i> Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components	<i>Phonological and phonemic awareness</i> Manipulate phonemes by addition, deletion and substitution of initial, medial and final phonemes to generate new words
	<i>Phonic knowledge</i> Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound		
Strand	Literature	Literature	Literature
Sub-strand		Creating literature	Responding to literature
		<i>Creating literary texts</i> Recreate texts imaginatively using drawing, writing, performance and digital forms of communication	<i>Expressing preferences and evaluating texts</i> Express preferences for specific texts and authors and listen to the opinions of others
		<i>Experimentation and adaptation</i> Build on familiar texts by using similar characters, repetitive patterns or vocabulary	<i>Personal responses to the ideas characters and viewpoints in texts</i> Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with own experiences
Sub-strand			Literature and context
			<i>Literature and context</i>

Mode	Reading and Viewing	Writing	Speaking and Listening
Sub-strand			Discuss how authors create characters using language and images
			Examining literature
			Features of literary texts Discuss features of plot, character and setting in different types of literature and compare some features of characters in different texts
			Language devices in literary texts Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme
Strand	Literacy	Literacy	Literacy
Sub-strand	Texts in context	Creating texts	Interacting with others
	Texts and the contexts in which they are used Respond to texts drawn from a range of cultures and experiences	Creating texts Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements	Listening and speaking interactions Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others

Sub-strand	Interpreting, analysing, evaluating	Editing Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation	Oral presentations Make short presentations, speaking clearly and using appropriate voice and pace, and using some introduced text structures and language
	<i>Comprehension strategies</i> Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features		
	<i>Reading processes</i> Read texts with familiar features and structures using developing phrasing, fluency, phonic, semantic, contextual, and grammatical knowledge and emerging text processing strategies, including prediction, monitoring meaning and rereading	<i>Handwriting</i> Understand how to use learned letter formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters	
	<i>Analysing and evaluating texts</i> Describe some differences between imaginative, informative and persuasive texts, and identify the audience of imaginative, informative and persuasive texts	<i>Use of software</i> Construct texts that incorporate supporting images using software including word processing programs	
Achievement Standard			
	Reading and Viewing By the end of Level 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They are able to <u>read</u> aloud, with developing fluency, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationships between sounds and letters, high-frequency words, <u>sentence</u> boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts.	Writing When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell words with regular spelling patterns and use their knowledge of blending and segmenting, and many simple and high-frequency words to write predictable words. They and use capital letters and full stops appropriately.	Speaking and Listening Students <u>listen</u> to others when taking part in conversations using appropriate <u>interaction</u> skills. They <u>listen</u> for and reproduce letter patterns and letter clusters. Students understand how characters in texts are developed and give reasons for personal preferences. They can describe characters, settings and events in different types of literature. They <u>create</u> texts that show understanding of the connection between writing, speech and images. They <u>create</u> short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics.

Level 2

Mode	Reading and Viewing	Writing	Speaking and Listening
Strand	Language	Language	Language
Sub-strand	Text structure and organisation	Text structure and organisation	Language variation and change
	<i>Purpose, audience and structure of different types of texts</i> Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose	<i>Text cohesion</i> Understand how texts are made cohesive by the use of resources, including word associations, synonyms, and antonyms	<i>Language variation and change</i> Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background
	<i>Concepts of print and screen</i> Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams	<i>Punctuation</i> Recognise that capital letters signal proper nouns and commas are used to separate items in lists	Language for interaction <i>Language for social interactions</i> Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context
			<i>Evaluative language</i> Identify language that can be used for appreciating texts and the qualities of people and things
Sub-strand	Expressing and developing ideas		Expressing and developing ideas
	<i>Sentence and clause level grammar</i> Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction		<i>Vocabulary</i> Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose
	<i>Visual language</i> Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words		
	<i>Word level grammar</i> Understand that nouns represent people, places, things and ideas and include common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives		
Sub-strand	Phonics and word knowledge	Phonics and word knowledge	Phonics and word knowledge
	<i>Spelling</i> Learn some generalisations for adding suffixes to words	<i>Spelling</i> Understand how to use digraphs, long vowels, blends, silent letters and syllabification to spell simple words including compound words	<i>Phonological and phonemic awareness</i> Manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution
	<i>Phonic knowledge</i> Recognise most letter–sound matches including silent letters, trigraphs, vowel digraphs and common long vowels, and understand that a sound can be represented by various letter combinations	<i>Spelling</i> Use visual memory to write high-frequency words and words whose spelling is not predictable from the sounds	<i>Phonological and phonemic awareness</i> Identify all Standard Australian English phonemes, including short and long vowels, separate sounds in clusters
Strand	Literature	Literature	Literature
Sub-strand		Creating literature	Literature and context
		<i>Creating literary texts</i> Create events and characters using different media that develop key events and characters from literary texts	<i>Literature and context</i> Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created
Sub-strand		<i>Experimentation and adaptation</i> Build on familiar texts by experimenting with character, setting or plot	Responding to literature
			<i>Expressing preferences and evaluating texts</i> Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences
Sub-strand	Examining literature		<i>Personal responses to the ideas, characters and viewpoints in texts</i> Compare opinions about characters, events and settings in and between texts
			Examining literature

Mode	Reading and Viewing	Writing	Speaking and Listening
	<i>Features of literary texts</i> Discuss the characters and settings of different texts and explore how language is used to present these features in different ways		<i>Language devices in literary texts</i> Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs
Strand	Literacy	Literacy	Literacy
Sub-strand	Texts in context	Creating texts	Interacting with others
	<i>Texts and the contexts in which they are used</i> Discuss different texts on a similar topic, identifying similarities and differences between the texts	<i>Creating texts</i> Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose	<i>Listening and speaking interactions</i> Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner
Sub-strand	Interpreting, analysing, evaluating	<i>Editing</i> Reread and edit text for spelling, sentence-boundary punctuation and text structure	
	<i>Reading processes</i> Read familiar and some unfamiliar texts with phrasing and fluency by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, predicting, rereading and self-correcting		
	<i>Comprehension strategies</i> Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures	<i>Handwriting</i> Write words and sentences legibly using upper- and lower-case letters that are applied with growing fluency using an appropriate pen/pencil grip and body position	<i>Oral presentations</i> Rehearse and deliver short presentations on familiar and new topics, speaking clearly and varying tone, volume and pace appropriately, and using supportive props
	<i>Analysing and evaluating</i> Analyse how different texts use nouns to represent people, places, things and ideas in particular ways	<i>Use of software</i> Construct texts featuring print, visual and audio elements using software, including word processing programs	
Achievement Standard			
	Reading and Viewing By the end of Level 2, students understand how similar texts share characteristics by identifying <u>text</u> structures and <u>language features</u> used to describe characters, settings and events or communicate factual information. They recognise all Standard Australian English phonemes, and most letter–sound matches. They <u>read</u> texts that contain varied <u>sentence</u> structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide additional information. They monitor meaning and self-correct using <u>context</u> , prior knowledge, punctuation, language and <u>phonic</u> knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content.	Writing Students <u>create</u> texts that show how images support the meaning of the <u>text</u> . They accurately spell words with regular spelling patterns and can write words with less common long vowels, trigraphs and silent letters. They use some punctuation accurately, and can write words and sentences legibly using-unjoined upper- and lower-case letters.	Speaking and Listening Students <u>listen</u> for particular purposes. They <u>listen</u> for and manipulate sound combinations and rhythmic sound patterns. When discussing their ideas and experiences, students use everyday <u>language features</u> and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They <u>create</u> texts that show how images support the meaning of the <u>text</u> . Students <u>create</u> texts, drawing on their own experiences, their imagination and information they have learned. Students use a variety of strategies to engage in group and class discussions and make presentations.

Level 3

Mode	Reading and Viewing	Writing	Speaking and Listening
Strand	Language	Language	Language
Sub-strand	Text structure and organisation	Text structure and organisation	Language variation and change
	<i>Purpose, audience and structure of different types of texts</i> Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context including tense and types of sentences	<i>Text cohesion</i> Understand that paragraphs are a key organisational feature of written texts	<i>Language variation and change</i> Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning
	<i>Concepts of print and screen</i> Identify the features of online texts that enhance navigation	<i>Punctuation</i> Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters	
Sub-strand	Expressing and developing ideas	Expressing and developing ideas	Expressing and developing ideas
	<i>Visual language</i> Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments	<i>Sentence and clause level grammar</i> Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement	<i>Vocabulary</i> Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs
		<i>Word level grammar</i> Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense	<i>Language for interaction</i> <i>Language for social interactions</i> Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations
Sub-strand		Phonics and word knowledge	Phonics and word knowledge
	<i>Phonic knowledge</i> Understand how to apply knowledge of letter–sound relationships, and blending and segmenting to read and use more complex words with less common consonant and vowel clusters	<i>Spelling</i> Understand how to use letter–sound relationships and less common letter combinations to spell words	
	<i>Spelling</i> Recognise most high-frequency words, know how to use common prefixes and suffixes, and know some homophones and generalisations for adding a suffix to a base word		
Strand	Literature	Literature	Literature
Sub-strand	Examining literature	Creating literature	Literature and context
	<i>Features of literary texts</i> Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative	<i>Creating literary texts</i> Create imaginative texts based on characters, settings and events from students' own and other cultures including through the use of visual features	<i>Literature and context</i> Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons
	<i>Language devices in literary texts</i> Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose	<i>Experimentation and adaptation</i> Create texts that adapt language features and patterns encountered in literary texts	
Sub-strand	Responding to literature		
	<i>Personal responses to the ideas, characters and viewpoints in texts</i> Draw connections between personal experiences and the worlds of texts, and share responses with others		
	<i>Expressing preferences and evaluating texts</i> Develop criteria for establishing personal preferences for literature		
Strand	Literacy	Literacy	Literacy
Sub-strand	Texts in context	Creating texts	Interacting with others

Mode	Reading and Viewing	Writing	Speaking and Listening
	<i>Texts and the contexts in which they are used</i> Identify the point of view in a text and suggest alternative points of view	<i>Creating texts</i> Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose	<i>Listening and speaking interactions</i> Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications
Sub-strand	Interpreting, analysing, evaluating	<i>Editing</i> Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation	<i>Oral presentations</i> Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume
	<i>Reading processes</i> Read an increasing range of imaginative, informative and persuasive texts by combining phonic, semantic, contextual and grammatical knowledge, using text processing strategies, including confirming, rereading and cross-checking	<i>Handwriting</i> Understand the conventions for writing words and sentences using joined letters that are clearly formed and consistent in size	
	<i>Comprehension strategies</i> Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features		
	<i>Analysing and evaluating</i> Analyse how different texts use verb groups to represent different processes (action, thinking, feeling, saying, relating)	<i>Use of software</i> Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements	

	Achievement Standard		
	Reading and Viewing By the end of Level 3, students understand how content can be organised using different <u>text</u> structures depending on the purpose of the <u>text</u> . They understand how <u>language features</u> , images and vocabulary choices are used for different effects. They <u>read</u> texts that contain varied <u>sentence</u> structures, a range of punctuation conventions, and images that provide additional information. They apply appropriate text processing strategies when decoding and monitoring meaning in texts, and use knowledge of letter-sound relationships, and blending and segmenting to read more complex words. They can identify literal and implied meaning connecting ideas in different parts of a <u>text</u> . They select information, ideas and events in texts that relate to their own lives and to other texts.	Writing Students' texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. They demonstrate understanding of <u>grammar</u> and choose vocabulary and punctuation appropriate to the purpose and <u>context</u> of their writing. They use knowledge of letter–sound relationships and high-frequency words to spell words accurately, and can write words with complex consonant and vowel clusters. They reread and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They <u>write</u> using joined letters that are accurately formed and consistent in size.	Speaking and Listening Students <u>listen</u> to others' views and respond appropriately using interaction skills. They understand how <u>language features</u> are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. They <u>create</u> a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.

Level 4

Mode	Reading and Viewing	Writing	Speaking and Listening
Strand	Language	Language	Language
Sub-strand	Text structure and organisation	Text structure and organisation	Language variation and change
	<i>Purpose, audience and structure of different types of texts</i> Identify features used in imaginative, informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience	<i>Text cohesion</i> Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives	<i>Language variation and change</i> Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages
	<i>Concepts of print and screen</i> Identify features of online texts that enhance readability including text, navigation, links, graphics and layout	<i>Punctuation</i> Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech	
Sub-strand	Expressing and developing ideas	Expressing and developing ideas	Language for interaction
	<i>Visual language</i> Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts	<i>Sentence and clause level grammar</i> Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases	<i>Language for social interactions</i> Understand that social interactions influence the way people engage with ideas and respond to others
	<i>Word level grammar</i> Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity	<i>Vocabulary</i> Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts	<i>Evaluative language</i> Understand differences between the language of opinion and feeling and the language of factual reporting or recording
Sub-strand	<i>Sentence and clause level grammar</i> Investigate how quoted (direct) and reported (indirect) speech work in different types of text	Phonics and word knowledge	
		<i>Phonic knowledge</i> Understand how to use phonic generalisations to identify and write words with more complex letter combinations	
		<i>Spelling</i> Understand how to use spelling patterns and generalisations including syllabification, letter combinations including double letters, and morphemic knowledge to build word families	
		<i>Spelling</i> Recognise homophones and know how to use context to identify correct spelling	
Strand	Literature	Literature	Literature
Sub-strand	Examining literature	Creating literature	
	<i>Features of literary texts</i> Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers’ interest by using various techniques	<i>Experimentation and adaptation</i> Create literary texts by developing storylines, characters and settings	
	<i>Language devices in literary texts</i> Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts	<i>Creating literary texts</i> Create literary texts that explore students’ own experiences and imagining	
Sub-strand	Literature and context		
	<i>Literature and context</i> Make connections between the ways different authors may represent similar storylines, ideas and relationships		
Sub-strand	Responding to literature		Responding to literature

	<i>Expressing preferences and evaluating texts</i> Describe the effects of ideas, text structures and language features of literary texts		<i>Personal responses to the ideas, characters and viewpoints in texts</i> Discuss literary experiences with others, sharing responses and expressing a point of view
Strand	Literacy	Literacy	Literacy
Sub-strand	Texts in context	Creating texts	Interacting with others
	<i>Texts and the contexts in which they are used</i> Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts	<i>Creating texts</i> Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features	<i>Listening and speaking interactions</i> Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills
Sub-strand	Interpreting, analysing, evaluating	<i>Editing</i> Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure	<i>Oral presentations</i> Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular audiences and purposes such as informative, persuasive and imaginative, including multimodal elements
	<i>Reading processes</i> Read different types of texts for specific purposes by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, skimming, scanning and reviewing		
	<i>Comprehension strategies</i> Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts	<i>Handwriting</i> Handwrite using clearly-formed joined letters, and develop increased fluency and automaticity	
	<i>Analysing and evaluating</i> Compare and evaluate two texts presenting the same ideas and analyse why one is more comprehensible or engaging than the other	<i>Use of software</i> Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements	

	Achievement Standard		
	Reading and Viewing By the end of Level 4, students understand that texts have different structures depending on the purpose and context. They explain how <u>language features</u> , images and vocabulary are used to engage the interest of audiences and can describe literal and implied meaning connecting ideas in different texts. They express preferences for particular types of texts, and respond to others’ viewpoints.	Writing Students use <u>language features</u> to <u>create</u> coherence and add detail to their texts. They make use of their increasing knowledge of phonics, and they understand how to express an opinion based on information in a <u>text</u> . They <u>create</u> texts that show understanding of how images and detail can be used to extend key ideas. Students <u>create</u> well-structured texts to explain ideas for different audiences. They demonstrate understanding of <u>grammar</u> , select vocabulary from a range of resources and use accurate spelling and punctuation, rereading and editing their work to improve meaning.	Speaking and Listening Students can collaborate, <u>listen</u> for key points in discussions and use information to carry out tasks. They use <u>language features</u> to <u>create</u> coherence and add detail to their texts. They understand how to express an opinion based on information in a <u>text</u> . They <u>create</u> texts that show understanding of how images and detail can be used to extend key ideas. Students <u>create</u> structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to <u>context</u> .

Level 5

Mode	Reading and Viewing	Writing	Speaking and Listening
Strand	Language	Language	Language
Sub-strand	Text structure and organisation	Text structure and organisation	Language variation and change
	<i>Purpose, audience and structure of different types of texts</i> Understand how texts vary in purpose, structure and topic as well as the degree of formality	<i>Text cohesion</i> Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold	<i>Language variation and change</i> Understand that the pronunciation, spelling and meanings of words have histories and change over time
	<i>Concepts of print and screen</i> Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation	<i>Punctuation</i> Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns	
Sub-strand	Expressing and developing ideas	Expressing and developing ideas	Language for interaction
	<i>Visual language</i> Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers’ interpretations	<i>Sentence and clause level grammar</i> Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause	<i>Language for social interactions</i> Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships
		<i>Word level grammar</i> Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea	<i>Evaluative language</i> Understand how to move beyond making bare assertions and take account of differing perspectives and points of view
		<i>Vocabulary</i> Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts	
Sub-strand	Phonics and word knowledge	Phonics and word knowledge	
	<i>Spelling</i> Understand how to use banks of known words, syllabification, spelling patterns, word origins, base words, prefixes and suffixes, to spell new words, including some uncommon plurals	<i>Phonic knowledge</i> Recognise and write less familiar words that share common letter patterns but have different pronunciations	
Strand	Literature	Literature	Literature
Sub-strand	Examining literature	Creating literature	
	<i>Features of literary texts</i> Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses	<i>Experimentation and adaptation</i> Create literary texts that experiment with structures, ideas and stylistic features of selected authors	
	<i>Language devices in literary texts</i> Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes	<i>Creating literary texts</i> Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced	
Sub-strand	Literature and context		

Mode	Reading and Viewing	Writing	Speaking and Listening
	<i>Literature and context</i> Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts		
Sub-strand	Responding to literature		Responding to literature
	<i>Expressing preferences and evaluating texts</i> Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences		<i>Personal responses to the ideas, characters and viewpoints in texts</i> Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others
Strand	Literacy	Literacy	Literacy
Sub-strand	Texts in context	Creating texts	Interacting with others
	<i>Texts and the contexts in which they are used</i> Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context	<i>Creating texts</i> Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience	<i>Listening and speaking interactions</i> Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills
Sub-strand	Interpreting, analysing, evaluating	<i>Editing</i> Reread and edit own and others' work using agreed criteria for text structures and language features	<i>Oral presentations</i> Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements
	<i>Reading processes</i> Navigate and read imaginative, informative and persuasive texts by interpreting structural features, including tables of content, glossaries, chapters, headings and subheadings and applying appropriate text processing strategies, including monitoring meaning, skimming and scanning		
	<i>Comprehension strategies</i> Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources	<i>Handwriting</i> Develop a handwriting style that is becoming legible, fluent and automatic	
	<i>Analysing and evaluating</i> Analyse the text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text	<i>Use of software</i> Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements	

	Achievement Standard		
	Reading and Viewing By the end of Level 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. When reading, they confidently encounter and can decode less familiar words.	Writing Students use language features to show how ideas can be extended. They develop and explain a point of view about a text. They create imaginative, informative and persuasive texts for different purposes and audiences. When writing, they demonstrate understanding of grammar and sentence types, and they select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.	Speaking and Listening Students listen and ask questions to clarify content. They use language features to show how ideas can be extended. They develop and explain a point of view about a text selecting information, ideas and images from a range of resources. They create a variety of sequenced texts for different purposes and audiences. They make presentations for defined purposes using multimodal elements, and contribute actively to class and group discussions, taking into account other perspectives.

Level 6

Mode	Reading and Viewing	Writing	Speaking and Listening
Strand	Language	Language	Language
Sub-strand	Text structure and organisation	Text structure and organisation	Language variation and change
	<i>Purpose, audience and structure of different types of texts</i> Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects	<i>Text cohesion</i> Understand that cohesive links can be made in texts by omitting or replacing words	<i>Language variation and change</i> Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English
		<i>Punctuation</i> Understand the uses of commas to separate clauses	
Sub-strand	Expressing and developing ideas	Expressing and developing ideas	Language for interaction
	<i>Visual language</i> Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts	<i>Sentence and clause level grammar</i> Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas	<i>Language for social interactions</i> Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase
		<i>Word level grammar</i> Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases	<i>Evaluative language</i> Understand the uses of objective and subjective language and bias
<i>Vocabulary</i> Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion			
Phonics and word knowledge			
<i>Phonic knowledge</i> Understand how to use phonic knowledge and accumulated understandings about blending, letter–sound relationships, common and uncommon letter patterns and phonic generalisations to recognise and write increasingly complex words			
<i>Spelling</i> Understand how to use banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations to spell new words, including technical words and words adopted from other languages			
Strand	Literature	Literature	Literature
Sub-strand	Examining literature	Creating literature	Literature and context
	<i>Features of literary texts</i> Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author’s individual style	<i>Experimentation and adaptation</i> Experiment with text structures and language features and their effects in creating literary texts	<i>Literature and context</i> Make connections between own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts
	<i>Language devices in literary texts</i> Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse	<i>Creating literary texts</i> Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways	
Sub-strand	Responding to literature		
	<i>Personal responses to the ideas, characters and viewpoints in texts</i> Analyse and evaluate similarities and differences in texts on similar topics, themes or plots		
	<i>Expressing preferences and evaluating texts</i> Identify and explain how choices in language, including modality, emphasis, repetition and metaphor, influence personal response to different texts		
Strand	Literacy	Literacy	Literacy
Sub-strand	Interpreting, analysing, evaluating	Texts in context	Interacting with others

Mode	Reading and Viewing	Writing	Speaking and Listening
	<i>Analysing and evaluating</i> Analyse strategies authors use to influence readers	<i>Texts and the contexts in which they are used</i> Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches	<i>Listening and speaking interactions</i> Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience
Sub-strand	<i>Reading processes</i> Select, navigate and read increasingly complex texts for a range of purposes, applying appropriate text processing strategies to recall information and consolidate meaning	Creating texts	<i>Oral presentations</i> Participate in formal and informal debates and plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis
	<i>Comprehension strategies</i> Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts	<i>Creating texts</i> Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience	
		<i>Editing</i> Reread and edit own and others' work using agreed criteria and explaining editing choices	
		<i>Handwriting</i> Develop a handwriting style that is legible, fluent and automatic and that can vary depending on context	
		<i>Use of software</i> Use a range of software, including word processing programs, learning new functions as required to create texts	

	Achievement Standard		
	Reading and Viewing By the end of Level 6, students understand how to use knowledge of phonics when decoding unfamiliar words and the technical or derived words in increasingly complex texts. They understand how the use of <u>text</u> structures can achieve particular effects and can analyse and explain how <u>language features</u> , images and vocabulary are used by different authors to represent ideas, characters and events. They compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a <u>text</u> to explain their response to it.	Writing Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. They use banks of known words and the less familiar words they encounter to create detailed texts elaborating upon key ideas for a range of purposes and audiences. They demonstrate understanding of grammar and make considered choices from an expanding vocabulary to enhance cohesion and structure in their writing. They also use accurate spelling and punctuation for clarity, provide feedback on the work of their peers and can make and explain editorial choices based on agreed criteria.	Speaking and Listening Students <u>listen</u> to discussions, clarifying content and challenging others' ideas. They understand how <u>language features</u> and <u>language patterns</u> can be used for emphasis. They show how specific details can be used to support a point of <u>view</u> . They explain how their choices of <u>language features</u> and images are used. They <u>create</u> detailed texts, elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.

Indonesian

Scope and Sequence Gordon Primary School

Foundation – Level 2

Levels 3 and 4

Levels 5 and 6

Communicating		
Socialising		
Participate in structured play and class activities, exchanging with peers and teacher greetings and information about self, family and interests	Share with peers and teacher information about aspects of personal world such as daily routines, home, and favourite objects and pastimes	Interact with peers to describe aspects of daily life, school, friends and pastimes
Participate in guided group activities such as games, songs and simple tasks, using movement, gesture and pictures to support meaning	Contribute to class activities such as solving a problem, creating a display or conducting a role-play/scenario	Collaborate with peers to plan and conduct a shared event or activity such as hosting a class guest or working with a buddy class
Participate with teacher and peers in class routines and activities, including following instructions and taking turns	Respond to questions, instructions and requests, and participate in routine exchanges	Participate in classroom interactions and structured tasks by asking and responding to questions, seeking permission and expressing preferences
Informing		
Locate specific words and familiar phrases in texts such as charts, lists and songs, and use information to complete guided oral and written tasks	Obtain and share information from peers and texts related to family, home, routines and interests	Locate, classify and compare factual information from texts about aspects of daily life and significant events across cultures
Give factual information about self, family and significant objects using labels, captions and descriptions	Present information about school and neighbourhood using tables, lists and descriptions	Convey information about aspects of language and culture using diagrams, charts, timelines, descriptions and guided reports
Creating		
Participate in shared reading and play-acting, and respond through singing, chanting, action and movement	Listen to, read and view creative texts such as rhymes, songs and stories, identifying characters and acting out events	Engage with texts such as cartoons, dialogues and fairy tales, and respond by describing aspects such as characters and actions
Use familiar words, phrases and patterns to create captions and participate in shared performances and games	Create texts such as dialogues and stories, using formulaic expressions and modelled language	Compose and perform texts such as a skit, rap or video clip, based on a stimulus, concept or theme
Translating		
Translate familiar words and phrases, using visual cues and word lists, noticing how words may have similar or different meanings	Translate using textual cues such as pictures, layout and key words to predict meaning, and comment on the non-equivalence of words due to cultural differences	Translate texts from Indonesian to English and vice versa, selecting from possible choices to create appropriate meaning
Create captions, labels and statements for the immediate learning environment in both Indonesian and English	Produce texts such as descriptions and signs in both Indonesian and English for the school community	Create for the school community simple bilingual texts such as reports, instructions and games
Reflecting		
Notice what may look or feel similar or different to own language and culture when interacting in Indonesian	Communicate in Indonesian using routine phrases and expressions, recognising that such language reflects cultural practices and norms	Engage in intercultural experiences, describing aspects that are unfamiliar or uncomfortable and discussing own reactions and adjustments
Describe aspects of self such as family, school/class, gender and language/s, noticing how these are part of one’s identity	Interact with others and notice how identity matters, such as in use of terms of address, who and what is included, and what language is used	Share experiences of learning and using Indonesian, and comment on aspects that have been accepted or rejected and how this has impacted on own identity

Foundation – Level 2

Levels 3 and 4

Levels 5 and 6

Understanding		
Systems of language		
Reproduce the sound and spelling of the vowels and the letters <i>c (ch)</i> and trilled <i>r</i> , and recognise that Indonesian is written using the Roman alphabet	Recognise and reproduce pronunciation conventions, including loan words from English and intonation for questions, statements and commands	Notice pronunciation of phonemes such as <i>ng/ngg/ny</i> , and notice the difference in pronunciation of loan words from English
Recognise questions, commands and simple subject-focus sentences, and develop vocabulary for people, places and things in their personal world	Develop understanding of ways to express possession and describe qualities of people and objects, and expand vocabulary related to personal and social world	Understand how to express actions and events in time and place using prepositions, and continue to expand knowledge of <i>ber-</i> verbs and vocabulary
Understand that language is organised as ‘text’, and recognise features of texts such as songs, chants, labels and captions	Recognise that texts such as stories, games and conversations have particular features	Develop understanding of how grammatical structures and rules influence textual organisation
Language variation and change		
Recognise that ways of greeting and addressing others may change according to cultural norms	Understand that language varies according to age, gender and social position, such as place in the family	Develop awareness that language use reflects different contexts, purposes and audiences
Develop awareness that Indonesian and English borrow from each other	Recognise that Indonesian is the official language of Indonesia and is one of many languages in the Asia-Pacific region	Recognise that Indonesian contains influences from other languages, such as regional and foreign languages
Role of language and culture		
Notice that the languages people use and the way they use them relate to who they are and where and how they live	Make connections between cultural practices and language use, such as specific vocabulary and expressions	Recognise that language and culture are integral to the nature of identity and communication

Physical Education Scope and Sequence Gordon Primary School

Level 5 and 6		Levels 7 and 8		Levels 9 and 10	
Personal, Social and Community Health					
Being healthy, safe and active					
Explore how identities are influenced by people and places		Investigate the impact of transition and change on identities		Evaluate factors that shape identities, and analyse how individuals impact the identities of others	
Investigate resources to manage changes and transitions associated with puberty		Evaluate strategies to manage personal, physical and social changes that occur as they grow older		Examine the impact of changes and transitions on relationships	
Investigate community resources and strategies to seek help about health, safety and wellbeing		Examine barriers to seeking support and evaluate strategies to overcome these		Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk	
Plan and practise strategies to promote health, safety and wellbeing		Investigate and select strategies to promote health, safety and wellbeing		Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices	
Communicating and interacting for health and wellbeing					
Practise skills to establish and manage relationships		Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing		Investigate how empathy and ethical decision-making contribute to respectful relationships	
Examine the influence of emotional responses on behaviour, relationships and health and wellbeing		Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity		Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing	
Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours		Develop skills to evaluate health information and express health concerns		Evaluate health information from a range of sources and apply to health decisions and situations	
Contributing to healthy and active communities					
Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities		Plan and use health strategies and resources to enhance the health, safety and wellbeing of their communities		Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities	
Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment		Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities		Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments	
Investigate how celebrating similarities and differences can strengthen communities		Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity		Critique behaviours and contextual factors that influence the health and wellbeing of their communities	
Movement and Physical Activity					
Moving the body					
Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings		Use feedback to improve body control and coordination when performing specialised movement skills		Perform and refine specialised movement skills in challenging movement situations	
Design and perform a variety of movement sequences		Compose and perform movement sequences for specific purposes in a variety of contexts		Evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations	
Propose and apply movement concepts and strategies		Practise, apply and transfer movement concepts and strategies		Develop, implement and evaluate movement concepts and strategies for successful outcomes	
Understanding movement					
Participate in physical activities designed to enhance fitness, and discuss the impact of regular participation on health and wellbeing		Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans		Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels	
Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences		Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance		Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences	
		Participate in and investigate the cultural and historical significance of a range of physical activities		Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time	
Learning through movement					
Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities		Practise and apply personal and social skills when undertaking a range of roles in physical activities		Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams	

Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges	Evaluate and justify reasons for decisions and choices of action when solving movement challenges	Transfer understanding from previous movement experiences to create solutions to movement challenges
Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities	Modify rules and scoring systems to allow for fair play, safety and inclusive participation	Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities
Achievement Standard		
<p>By the end of Level 6, students investigate developmental changes and transitions. They understand the influences people and places have on personal identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment.</p> <p>Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information. They explain and apply strategies to enhance their own and others' health, safety and wellbeing at home, at school and in the community. They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and creating movement sequences.</p>	<p>By the end of Level 8, students investigate strategies and resources to manage changes and transitions and their impact on identities. Students evaluate the benefits of relationships on wellbeing and respecting diversity. They analyse factors that influence emotional responses. They gather and analyse health information. They investigate strategies that enhance their own and others' health, safety and wellbeing. They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.</p> <p>Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity. They justify actions that promote their own and others' health, safety and wellbeing at home, at school and in the community. Students demonstrate control and accuracy when performing specialised movement skills. They apply and refine movement concepts and strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.</p>	<p>By the end of Level 10, students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to situations in the home, in the school and the community. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.</p> <p>Students identify and analyse factors that contribute to respectful relationships. They explain the importance of cooperation, leadership and fair play across a range of health and movement contexts. They compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.</p>

Visual Art Scope and Sequence Gordon Primary School

Foundation Level	Levels 1 and 2	Levels 3 and 4	Levels 5 and 6	Levels 7 and 8	Levels 9 and 10
Explore and Express Ideas					
Explore ideas, experiences, observations and imagination to create visual artworks	Explore ideas, experiences, observations and imagination and express them through subject matter in visual artworks they create	Explore ideas and artworks from different cultures and times as inspiration to create visual artworks	Explore visual arts practices as inspiration to create artworks that express different ideas and beliefs	Explore visual arts practices as inspiration to explore and develop themes, concepts or ideas in artworks	Explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works
				Explore how artists use materials, techniques, technologies and processes to realise their intentions in art works	Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works
Visual Arts Practices					
Experiment with different materials and techniques to make artworks	Experiment different materials, techniques and processes to make artworks in a range of art forms	Explore visual conventions and use materials, techniques, technologies and processes specific to particular art forms, and to make artworks	Select and apply visual conventions, materials, techniques, technologies and processes specific to different art forms when making artworks	Experiment with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes in artworks	Select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes
				Develop skills in planning and designing art works and documenting artistic practice	Conceptualise, plan and design art works that express ideas, concepts and artistic intentions
Present and Perform					
Create and display artworks	Create and display artworks to express ideas to an audience	Explore different ways of displaying artworks to enhance their meaning for an audience	Create and display art work considering how ideas can be expressed to an audience	Create and display artworks, describing how ideas are expressed to an audience	Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience
Respond and Interpret					
Respond to visual artworks and consider where and why people make visual artworks	Respond to visual artworks by describing subject matter and ideas	Identify and discuss how ideas are expressed in artworks from a range of places, times and cultures	Identify and describe how ideas are expressed in artworks by comparing artworks from different contemporary, historical and cultural contexts	Analyse how ideas and viewpoints are expressed in art works and how they are viewed by audiences	Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences
				Identify and connect specific features of visual artworks from different cultures, historical and contemporary times	Analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts to explore differing viewpoints
Achievement Standard					
By the end of Foundation, students make artworks using different materials and techniques that express their ideas, observations and imagination. Students identify and describe the subject matter and ideas in artworks they make and view.	By the end of Level 2, students make artworks using different materials, techniques and processes to express their ideas, observations and imagination. Students describe artworks they make and view, including where and why artworks are made and viewed.	By the end of Level 4, students plan and make artworks that are inspired by artworks they experience. They use materials, visual conventions, techniques and processes to express their ideas in artworks. Students discuss how artists express ideas and use materials, techniques and visual conventions in artworks from a range of places, times and cultures. They discuss and evaluate the art making processes, materials and techniques they use to express their ideas.	By the end of Level 6, students explain how ideas are expressed in artworks they make and view. They demonstrate the use of different techniques and processes in planning and making artworks .They use visual conventions and visual arts practices to express ideas, themes and concepts in their artworks. Students describe the influences of artworks and practices places on their art making. They describe how artworks that they make and view can be displayed to express and enhance meaning. Students describe and identify how ideas are expressed in artworks from different contemporary, historical and cultural contexts.	By the end of Level 8, students identify, analyse and evaluate how other artists use materials, techniques, technologies, processes and visual conventions to express ideas and convey meaning. Students plan and make their art works in response to exploration of techniques, technologies and processes used in the work of other artists. They demonstrate the use of materials, techniques, processes, visual conventions and technologies to express ideas and convey meaning in their artworks. Students identify and describe artworks and exhibitions from different cultures, times and places and how ideas are interpreted by audiences.	By the end of Level 10, students analyse and evaluate how artists communicate ideas and convey meaning in artworks. Students identify the influences of other artists and analyse connections between techniques, processes and visual conventions in artworks to develop their own art practice. They select, and manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints in their artworks. Students analyse and evaluate artworks and exhibitions from different cultures, times and places, and discuss how ideas and beliefs are interpreted by audiences.

Design and Technology Scope and Sequence Gordon Primary School

Foundation – Level 2

Levels 3 and 4

Levels 5 and 6

Technologies and Society		
Identify how people create familiar designed solutions and consider sustainability to meet personal and local community needs	Recognise the role of people in design and technologies occupations and explore factors, including sustainability, that impact on the design of solutions to meet community needs	Investigate how people in design and technologies occupations address competing considerations, including sustainability, in the design of solutions for current and future use
Technologies Contexts		
Engineering principles and systems		
Explore how technologies use forces to create movement in designed solutions	Investigate how forces and the properties of materials affect the behaviour of a designed solution	Investigate how forces or electrical energy can control movement, sound or light in a designed product or system
Food and fibre production		
Explore how plants and animals are grown for food, clothing and shelter	Investigate food and fibre production used in modern or traditional societies	Investigate how and why food and fibre are produced in managed environments
Food specialisations		
Explore how food is selected and prepared for healthy eating	Investigate food preparation techniques used in modern or traditional societies	Investigate the role of food preparation in maintaining good health and the importance of food safety and hygiene
Materials and technologies specialisations		
Explore the characteristics and properties of materials and components that are used to create designed solutions	Investigate the suitability of materials, systems, components, tools and equipment for a range of purposes	Investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate the impact of their use
Creating Designed Solutions		
Investigating		
Explore needs or opportunities for designing, and the technologies needed to realise designed solutions	Critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to create designed solutions	Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions
Generating		
Visualise, generate, and communicate design ideas through describing, drawing and modelling	Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques	Generate, develop, communicate and document design ideas and processes for audiences using appropriate technical terms and graphical representation techniques
Producing		
Use materials, components, tools, equipment and techniques to produce	Select and use materials, components, tools and equipment using safe work	Apply safe procedures when using a variety of materials, components, tools,

designed solutions safely	practices to produce designed solutions	equipment and techniques to produce designed solutions
Evaluating		
Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment	Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment and communities	Negotiate criteria for success that include consideration of environmental and social sustainability to evaluate design ideas, processes and solutions
Planning and managing		
Sequence steps for making designed solutions	Plan a sequence of production steps when making designed solutions	Develop project plans that include consideration of resources when making designed solutions
Achievement Standard		
<p>By the end of Level 2, students describe the purpose of familiar designed solutions and how they meet the needs of users and affect others and environments. They identify the features and uses of some technologies for each of the prescribed technologies contexts.</p> <p>With guidance, students create designed solutions for each of the prescribed technologies contexts. They describe given needs or opportunities. Students create and evaluate their ideas and designed solutions based on personal preferences. They communicate design ideas for their designed solutions, using modelling and simple drawings. Following sequenced steps, students demonstrate safe use of tools and equipment when producing designed solutions.</p>	<p>By the end of Level 4 students explain how solutions are designed to best meet needs of the communities and their environments. They describe contributions of people in design and technologies occupations. Students describe how the features of technologies can be used to create designed solutions for each of the prescribed technologies contexts.</p> <p>Students create designed solutions for each of the prescribed technologies contexts. They explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including sustainability considerations. They develop and expand design ideas and communicate these using models and drawings including annotations and symbols. Students plan and sequence major steps in design and production. They identify appropriate technologies and techniques and demonstrate safe work practices when creating designed solutions.</p>	<p>By the end of Level 6 students describe some competing considerations in the design of solutions taking into account sustainability. They describe how design and technologies contribute to meeting present and future needs. Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts.</p> <p>Students create designed solutions for each of the prescribed technologies contexts, suitable for identified needs or opportunities. They suggest criteria for success, including sustainability considerations and use these to evaluate their ideas and designed solutions. They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. Students record project plans including production processes. They select and use appropriate technologies and techniques correctly and safely to produce designed solutions.</p>



Child Safe Code of Conduct

All staff, volunteers, parents and council members of Gordon Primary School are required to observe child safe principles and expectations for appropriate behaviour towards and in the company of children, as noted below.

All personnel of Gordon Primary School are responsible for supporting the safety, participation, wellbeing and empowerment of children by:

- adhering to Gordon Primary School child safe policy at all times
- taking all reasonable steps to protect children from abuse
- treating everyone with respect
- listening and responding to the views and concerns of children, particularly if they are telling you that they or another child has been abused and/or are worried about their safety or the safety of another
- promoting the cultural safety, participation and empowerment of Aboriginal children (for example, by never questioning an Aboriginal child's self-identification)
- promoting the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds (for example, by having a zero tolerance of discrimination)
- promoting the safety, participation and empowerment of children with a disability (for example, during personal care activities)
- ensuring as far as practicable that adults are not left alone with a child
- reporting any allegations of child abuse to Gordon Primary School's Child Safety Officer (The Principal), and ensure any allegation is reported to the police or child protection
- reporting any child safety concerns at GORDON Primary School to the Child Safety Officer (The Principal)
- if an allegation of child abuse is made, ensure as quickly as possible that the child(ren) are safe
- encouraging children to 'have a say' and participate in all relevant organisational activities where possible, especially on issues that are important to them.

Staff and volunteers must not:

- develop any 'special' relationships with children that could be seen as favouritism (for example, the offering of gifts or special treatment for specific children)
- exhibit behaviours with children which may be construed as unnecessarily physical (for example inappropriate sitting on laps. Sitting on laps could be appropriate sometimes, for example while reading a storybook to a small child in an open plan area)
- put children at risk of abuse (for example, by locking doors)
- do things of a personal nature that a child can do for themselves, such as toileting or changing clothes
- engage in open discussions of a mature or adult nature in the presence of children (for example, personal social activities)
- use inappropriate language in the presence of children
- express personal views on cultures, race or sexuality in the presence of children
- discriminate against any child, including because of culture, race, ethnicity or disability
- have contact with a child or their family outside of our organisation without our child safety officer's knowledge and/or consent (for example, no babysitting). Accidental contact, such as seeing people in the street, is appropriate)
- have any online contact with a child or their family (unless necessary, for example providing families with e-newsletters)
- ignore or disregard any suspected or disclosed child abuse.

By observing these standards you acknowledge your responsibility to immediately report any breach of this code to GORDON PRIMARY SCHOOL Child Safety Officer (The Principal / leadership).

If you believe a child is at immediate risk of abuse phone 000.