

## Prep Term 1 Curriculum Overview

In **English**, students will engage with a range of texts that involve familiar themes related to starting school, belonging, family, friendship and getting along. They will explore characters, settings and events, as well as language and visual features. Students will consider how their own experiences are similar or different to the experiences of the characters in books. They will also begin to use language to express their preferences for different texts.

Talking to peers about the books they have engaged with, supports young learners to develop the important communication skills of listening to others and speaking clearly so our ideas are heard.

In **Maths**, students will explore early counting principles and numbers to 10 and beyond. They will make connections between number names, numerals and quantities up to 10 and beyond. Students will explore and continue repeating patterns. They will also collect and sort data and make comparisons.

Counting and making connections between number names, numerals and quantities allows students to understand numbers in the real world.

In **STEM** (Science, Technology, Engineering and Maths), students will describe the purpose of environments and how they meet a range of present needs. They will use their knowledge on living things to design an enclosure for a farm animal to be housed at Mango Hill State School. For further information or queries contact our STEM teachers Michelle Burris ([mburr9@eq.edu.au](mailto:mburr9@eq.edu.au)), Lauren O'Connor ([locon34@eq.edu.au](mailto:locon34@eq.edu.au)), Shannon White ([swhit628@eq.edu.au](mailto:swhit628@eq.edu.au)), Steph Curran ([scurr95@eq.edu.au](mailto:scurr95@eq.edu.au)).

In **Visual Arts**, students will explore a range of ways to represent their ideas through drawing, printmaking, construction and collage. They will focus on how shapes can be used to represent ideas and will talk about how shapes are used in their artworks.

In **Music**, students will explore beat, sound, silence, fast, slow, long, short, high, low, echoing, and tone colour of classroom percussion through singing, movement and music games. For further information or queries contact our Music teacher Janet Almond ([jmalm0@eq.edu.au](mailto:jmalm0@eq.edu.au)), Claire Morrell ([clmor0@eq.edu.au](mailto:clmor0@eq.edu.au)) or Jenny Russell ([jmhar5@eq.edu.au](mailto:jmhar5@eq.edu.au)).

In **Physical Education** lessons, students will develop the fundamental movement skills of running, hopping, jumping and galloping through active participation in activities, games and movement challenges. They will explore rules, routines and expectations when participating in games and activities. Students will also be preparing for the school Cross Country. For further information or queries contact our PE teachers Nick Hills ([nhill96@eq.edu.au](mailto:nhill96@eq.edu.au)), Tyson Newell ([tnewe20@eq.edu.au](mailto:tnewe20@eq.edu.au)), Callum Lisha ([clish2@eq.edu.au](mailto:clish2@eq.edu.au)) or Bec Wilson ([rwils408@eq.edu.au](mailto:rwils408@eq.edu.au)).

## Year 1 Term 1 Curriculum Overview

In **English**, students will engage with a range of texts that depict characters, settings and events. They will read, view and comprehend imaginative texts including simple decodable texts aligned with phonic development, and authentic texts including picture books. Students will discuss how language and visual features are used to describe and develop characters. They will learn how to clearly state reasons for their likes, dislikes and preferences for characters by using details from the text.

Responding to, and discussing a range of imaginative texts, supports students to develop their interaction skills and their ability to select words carefully so their opinions are heard and understood.

In **Maths**, students will learn to recognise, model, write and order numbers to 120 and will begin to develop early partitioning understanding and skills to support counting larger collections. They will also collect, represent and discuss simple data displays. Students will give and follow directions using positional language.

Numbers are everywhere and connected to everything we do. Representing numbers in different ways helps students to develop number sense required for everyday life. Partitioning is used to make solving maths problems involving larger numbers easier by separating them into smaller units. Using partitioning, helps children to understand the value of each digit.

In **STEM** (Science, Technology, Engineering and Maths), students will observe the external features of small animals leading to a better understanding of how their features help them survive in their habitats. They will describe how different places meet the needs of living things, comparing habitats of different animals. Students will design and describe how their birdhouse will provide for birds. For further information or queries contact our STEM teachers Michelle Burriss ([mburr9@eq.edu.au](mailto:mburr9@eq.edu.au)), Lauren O'Connor ([locon34@eq.edu.au](mailto:locon34@eq.edu.au)), Shannon White ([swhit628@eq.edu.au](mailto:swhit628@eq.edu.au)), Steph Curran ([scurr95@eq.edu.au](mailto:scurr95@eq.edu.au)).

In **HASS** (Humanities and Social Sciences), students will investigate some of the changes that have occurred in their lives and consider the changes that might occur in the year ahead. They will collect and record some information to celebrate their special characteristics at this stage of the year. For more information or queries contact our HASS teachers Shona McEvoy ([smcey13@eq.edu.au](mailto:smcey13@eq.edu.au)) or Teresa Messer ([tmess18@eq.edu.au](mailto:tmess18@eq.edu.au)).

In **Visual Arts**, students will explore a range of ways to create lines and investigate how artists use print-making in various ways. They will use lines and prints to express their observations of the world around them and also talk with others to describe the types of lines used in their artworks.

In **Dance**, students will describe the effect of the elements in the cultural dance they view. Students will use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. For further information, contact our Performing Arts teachers, Glenda Kostoglou ([gkost1@eq.edu.au](mailto:gkost1@eq.edu.au)) or Claire Morrell ([clmor0@eq.edu.au](mailto:clmor0@eq.edu.au)).

In **Physical Education** lessons, students will investigate how to play safely with others during minor games. They will demonstrate fundamental movement skills of rolling, balancing and jumping. They will perform gymnastic skills as a continuous movement sequence that incorporates the elements of movement: body awareness, effort (flow) and space awareness. For further information or queries contact our PE teachers Nick Hills ([nhill96@eq.edu.au](mailto:nhill96@eq.edu.au)), Tyson Newell ([tnewe20@eq.edu.au](mailto:tnewe20@eq.edu.au)), Callum Lisha ([clish2@eq.edu.au](mailto:clish2@eq.edu.au)) or Bec Wilson ([rwils408@eq.edu.au](mailto:rwils408@eq.edu.au)).

## Year 2 Term 1 Curriculum Overview

In **English**, students will engage with a range of imaginative texts which use language in different ways to present characters and settings. They will read, view and comprehend imaginative texts, including simple texts that support their transition to becoming independent readers. Together, they will discuss how authors use language to convey actions, emotions and dialogue. They will also share their opinions about the characters and include details from the text to support their statements. Students will learn how to use more formal language and specific vocabulary when delivering oral presentations to an audience.

Expressing our opinions clearly, and listening to others' ideas respectfully, are important communication skills required for everyday interactions.

In **Maths**, students will explore numbers to 1000. They will learn to recognise and order numbers to 1000. Students will apply knowledge of place value to partition numbers in different ways. They will also describe outcomes of everyday events and represent data displays. Students will identify and locate features on a map, as well as follow directions and navigate pathways on a grid.

Numbers are all around us, and understanding them is essential for daily life. Representing numbers in different ways helps students build the number sense needed for everyday tasks. Partitioning splits larger numbers into smaller parts, simplifying math and helping children understand the value of each digit.

In **STEM** (Science, Technology, Engineering and Maths), students will observe how objects move and describe changes that could affect how a toy moves. They will evaluate toy designs based on personal preferences and communicate design ideas through drawings. For further information or queries contact our STEM teachers Michelle Burris ([mburr9@eq.edu.au](mailto:mburr9@eq.edu.au)), Lauren O'Connor ([locon34@eq.edu.au](mailto:locon34@eq.edu.au)), Shannon White ([swhit628@eq.edu.au](mailto:swhit628@eq.edu.au)), Steph Curran ([scurr95@eq.edu.au](mailto:scurr95@eq.edu.au)).

In **HASS** (Humanities and Social Sciences), students will investigate some of the places that are special to them and their classmates, considering how places are named and how features are represented on maps. For more information or queries contact our HASS teachers Shona McEvoy ([smcev13@eq.edu.au](mailto:smcev13@eq.edu.au)) or Teresa Messer ([tmess18@eq.edu.au](mailto:tmess18@eq.edu.au)).

In **Visual Arts**, students will explore mosaics and consider how colour and shape are used to express ideas within our world and from our imagination. They will experiment with their own mosaics and create an individual art piece, as well as talk with others about where and why artworks are made and presented.

In **Dance**, students will describe where and why people dance. Students will use the elements of dance to make and perform a class dance with dance sequences that demonstrate fundamental movement skills to represent ideas and demonstrate safe practice. Year two students will have the opportunity to perform at the mid-year concert. For further information, contact our Performing Arts teacher, Glenda Kostoglou ([gst1@eq.edu.au](mailto:gst1@eq.edu.au)).

In **Physical Education** lessons, students will investigate how to play safely with others during minor games. They will demonstrate fundamental movement skills of rolling, balancing and jumping. They will perform gymnastic skills as a continuous movement sequence that incorporates the elements of movement: body awareness, effort (flow) and space awareness. For further information or queries contact our PE teachers Nick Hills ([nhill96@eq.edu.au](mailto:nhill96@eq.edu.au)), Tyson Newell ([tnewe20@eq.edu.au](mailto:tnewe20@eq.edu.au)), Callum Lisha ([clish2@eq.edu.au](mailto:clish2@eq.edu.au)) or Bec Wilson ([rwils408@eq.edu.au](mailto:rwils408@eq.edu.au)).

### Year 3 Term 1 Curriculum Overview

In **English**, students will read, view and comprehend imaginative texts that support and extend their independence as readers. Through texts, students will explore how language features and structures are used to suit their purpose and discuss how authors use literary devices to help readers understand the text.

Students will use interaction skills as they participate in discussions and share their opinions about the books they have read. They will learn how to use more formal language and specific vocabulary when delivering oral presentations to an audience.

Learning how to respond to the stories we have read and share our opinions in a logical and clear manner, supports us to develop into literate citizens.

In **Maths**, students will order and represent numbers to 10 000 and beyond. They will also conduct guided statistical investigations and create, interpret and compare data displays. Students will also interpret and create maps of familiar environments.

Numbers are everywhere and understanding them is key to everyday life. Representing numbers in various forms aids students in developing the number sense necessary for everyday tasks. Partitioning breaks larger numbers into smaller parts, making math easier and helping children grasp the value of each digit.

In **Science**, students will explore how everyday items can change state from a solid to a liquid and from a liquid to a solid by adding or removing heat. They will classify living and non-living things according to observable features. They will communicate their findings by writing a life cycle story from the perspective of a living thing.

In **Technology**, students will plan a sequence of steps to create an interactive game. They will explore how a range of digital systems can be used. For further information or queries contact our STEM teachers Michelle Burris ([mburr9@eq.edu.au](mailto:mburr9@eq.edu.au)), Lauren O'Connor ([locon34@eq.edu.au](mailto:locon34@eq.edu.au)), Shannon White ([swhit628@eq.edu.au](mailto:swhit628@eq.edu.au)), Steph Curran ([scurr95@eq.edu.au](mailto:scurr95@eq.edu.au)).

In **Visual Arts**, students will explore the ways in which artists use and represent textures. They will explore how natural materials are used within artworks created by Aboriginal and Torres Strait Islander cultures and will use some of these ideas to create their own artworks using painting, printmaking and collage.

In **Music**, students will explore elements of music including rhythm, pitch, tempo and dynamics using tuned and un-tuned musical instruments. Students will continue to develop the skills necessary to play the glockenspiel and begin to read music on the staff lines. For further information or queries, contact our Music Teacher Janet Almond ([jmalm0@eq.edu.au](mailto:jmalm0@eq.edu.au)) or Claire Morrell ([clmor0@eq.edu.au](mailto:clmor0@eq.edu.au)).

In **Physical Education** lessons, students will practise and refine fundamental movement skills to perform various skipping skills and solve individual skipping challenges. They will also examine the benefits of being fit and physically active and how they relate to skipping. For further information or queries contact our PE teachers Nick Hills ([nhill96@eq.edu.au](mailto:nhill96@eq.edu.au)), Tyson Newell ([tnewe20@eq.edu.au](mailto:tnewe20@eq.edu.au)), Callum Lisha ([clish2@eq.edu.au](mailto:clish2@eq.edu.au)) or Bec Wilson ([rwils408@eq.edu.au](mailto:rwils408@eq.edu.au)).

In **Italian**, students will explore language and cultural practices related to the concept of school life in Italy and make connections with their own school experiences. Students will create a bilingual book about their weekly school routine talking about the subjects and activities and their preferences. For example, *io studio la matematica il giovedì* (I study maths on Thursday). For further information or queries, contact our Italian Teachers, Theresa Verster ([txver0@eq.edu.au](mailto:txver0@eq.edu.au)), Alicia Victor ([airwi40@eq.edu.au](mailto:airwi40@eq.edu.au)), Shona McEvoy ([smcev13@eq.edu.au](mailto:smcev13@eq.edu.au)).

## Year 4 Term 1 Curriculum Overview

In **English**, students will view a variety of short films depicting stories about the Dreamtime. They will use language features and subjective and objective language to form a response and present a film review to their peers.

When creating their film reviews, students will consider how they can use text structures to organise and link ideas and features of voice to engage their audience.

Developing speaking and listening behaviours when interacting with others, supports students to develop the necessary skills needed to contribute meaningfully to discussions and respect other perspectives.

In **Maths**, students will represent tenths as a fraction and decimal. They will count and represent fractions on a number line. Students will also use surveys to conduct statistical investigations. They will create and interpret data displays and communicate findings. Students will also learn to read and use grid references, as well as create symmetrical patterns.

Decimals are important for students to learn because they are fundamental to understanding and solving real-world problems.

In **Science**, students will identify the key processes in the water cycle and will describe how water cycles through the environment. They will understand the roles of organisms in a habitat and will research different types of decomposers and their importance on their habitat. They will create food chains and webs.

In **Technology**, Students will explore how digital systems can be used to transfer data between apps and devices. They will plan algorithms to create solutions and visual programs. For further information or queries contact our STEM teachers Michelle Burris ([mburr9@eq.edu.au](mailto:mburr9@eq.edu.au)), Lauren O'Connor ([locon34@eq.edu.au](mailto:locon34@eq.edu.au)), Shannon White ([swhit628@eq.edu.au](mailto:swhit628@eq.edu.au)), Steph Curran ([scurr95@eq.edu.au](mailto:scurr95@eq.edu.au)).

In **Visual Arts**, students will explore the ways in which artists create and represent tone, investigating tints, shades and shadows. They will investigate the ways in which they can use tone to represent and communicate their ideas about an everyday object in their own artwork.

In **Dance** students will discuss how they and others organise the elements of dance in dances depending on the purpose. Students will structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or mood. They will collaborate to make dances and perform a dance with control, accuracy, projection and focus. Year four students will have the opportunity to perform at the mid-year concert. For further information, contact our Performing Arts teacher, Glenda Kostoglou ([gkost1@eq.edu.au](mailto:gkost1@eq.edu.au)) or Claire Morrell ([clmor0@eq.edu.au](mailto:clmor0@eq.edu.au)).

In **Physical Education** lessons, students will practise and refine fundamental movement skills to perform various skipping skills and solve individual skipping challenges. They will also examine the benefits of being fit and physically active and how they relate to skipping. For further information or queries contact our PE teachers Nick Hills ([nhill96@eq.edu.au](mailto:nhill96@eq.edu.au)), Tyson Newell ([tnewe20@eq.edu.au](mailto:tnewe20@eq.edu.au)), Callum Lisha ([clish2@eq.edu.au](mailto:clish2@eq.edu.au)) or Bec Wilson ([rwils408@eq.edu.au](mailto:rwils408@eq.edu.au)).

In **Italian**, students will explore the Italian celebration of 'Il Carnevale', making connections with their own experiences and discovering the significance and cultural practices of Carnevale. They will decorate their own 'Carnevale' mask and use short Italian sentences to describe what it looks like. For further information contact our Italian teachers Theresa Verster ([txver0@eq.edu.au](mailto:txver0@eq.edu.au)), Alicia Victor ([airwi40@eq.edu.au](mailto:airwi40@eq.edu.au)) and Shona McEvoy ([smcev13@eq.edu.au](mailto:smcev13@eq.edu.au)).

## Year 5 Term 1 Curriculum Overview

In **English**, students will continue to develop their writing skills and confidence with 'demand writing' as they explore the ways in which writers make choices to entertain or persuade others. Students will also read and respond to a variety of short stories, examining how authors develop characters and settings, and how similes, metaphors and personification are used to appeal to a reader's imagination. Students will practice appropriate interaction skills and how to use features of voice to present their opinions about texts in a clear and engaging manner. These opinions will be shared with their peers in the form of a podcast.

Developing, sharing and expanding upon ideas and opinions in this mode, supports students' awareness of the wide variety of communication methods we can use to interact and connect with those in our community and beyond.

In **Maths**, students will use place value represent and order decimals and fractions. Students will perform and describe transformations of shapes, identify symmetries and use grid coordinates. They will also plan and conduct statistical investigations to collect, represent and interpret data.

Fractions and decimals are commonly used in our everyday lives. Decimals are essential for students to learn as they are key to understanding and solving practical, real-world problems.

In **Science**, Students will explain how the form and behaviour of living things enables survival. They will plan safe investigations and make predictions. Students will compare their findings in investigations to those of others. They will learn the three main states of matter (Solids, liquids and gases). They will classify substances according to their properties and will write predictions on the effect of changing variables.

In **Visual Arts**, students will explore how artists create sculptures. They will investigate ways to create their own sculptures, representing their personal views through art work and talking with others to explain some of the choices they have made.

In **Music**, students will respond to music from different times, places and cultures using the elements of music including rhythm, pitch, tempo, dynamics and timbre. Students will compose music using untuned and digital instruments on the GarageBand app. For further information or queries contact our Music teacher Janet Almond ([jmalm0@eq.edu.au](mailto:jmalm0@eq.edu.au)) or Claire Morrell ([clmor0@eq.edu.au](mailto:clmor0@eq.edu.au)).

In **Physical Education** lessons, students will develop the specialised movement skills identified in the game of T-Ball. They will explore ethical behaviour and fair play and apply these concepts within a team and a variety of physical activities. For further information or queries contact our PE teachers Nick Hills ([nhill96@eq.edu.au](mailto:nhill96@eq.edu.au)), Tyson Newell ([tnewe20@eq.edu.au](mailto:tnewe20@eq.edu.au)), Callum Lisha ([clish2@eq.edu.au](mailto:clish2@eq.edu.au)) or Bec Wilson ([rwils408@eq.edu.au](mailto:rwils408@eq.edu.au)).

In **Italian**, students will use written and spoken language to communicate about themselves, creating a comic type ebook to display their work and answer questions in a conversation style format. For further information or queries contact our Italian Teacher Alicia Victor ([airwi40@eq.edu.au](mailto:airwi40@eq.edu.au)) and Theresa Verster ([txver0@eq.edu.au](mailto:txver0@eq.edu.au)).

## Year 5/6 Term 1 Curriculum Overview

In **English**, students will continue to develop their writing skills and confidence with 'demand writing' as they explore the ways in which writers make choices to entertain or to persuade others. They will respond to a variety of prompts throughout the term, applying their knowledge of language structures and features as they create a range of written narratives and arguments. Student will create a podcast or presentation about a literary text for a particular audience. Students will use language features and literary devices as well as features of voice.

This unit of work supports students to learn some of the ways in which they can entertain and persuade others, considering how to engage a reader and to share their ideas and opinions. Being able to entertain and persuade are such useful skills for school and life in general.

In **Maths**, students will use grid coordinates on a cartesian plane, perform and describe the results of transformations and symmetry, create tessellating patterns. They will also plan statistical investigations using digital tools and analyse data.

In **Science**, Students will classify substances according to their properties. They will write predictions on the effect of changing variables and will compare patterns. They will investigate if changes to materials are reversible or irreversible and will develop investigation questions.

In **Visual Arts**, students will explore how artists create sculptures. They will investigate ways to create their own sculptures, representing their personal views through art work and talking with others to explain some of the choices they have made.

In **Music**, students will respond to music from movies using the elements of music including rhythm, pitch, tempo, dynamics, texture and timbre to explain how ideas are communicated. They will score music for a silent film, matching action with music and sound effects using untuned classroom percussion instruments and digital instruments. For further information or queries contact our Music teacher Janet Almond ([jimalm0@eq.edu.au](mailto:jimalm0@eq.edu.au)).

In **Physical Education** lessons, students will develop the specialised movement skills identified in the game of T-Ball. They will explore ethical behaviour and fair play and apply these concepts within a team and a variety of physical activities. For further information or queries contact our PE teachers Nick Hills ([nhill96@eq.edu.au](mailto:nhill96@eq.edu.au)), Tyson Newell ([tnewe20@eq.edu.au](mailto:tnewe20@eq.edu.au)), Callum Lisha ([clish2@eq.edu.au](mailto:clish2@eq.edu.au)) or Bec Wilson ([rwils408@eq.edu.au](mailto:rwils408@eq.edu.au)).

In **Italian**, students will use written and spoken language to communicate about a Commedia dell'arte (Italian Comedy Theatre) character that resonates with them as a person. Students will create a comic type ebook to display their work and share which traits they have in common with their chosen character. For further information or queries contact our Italian Teacher Theresa Verster ([txver0@eq.edu.au](mailto:txver0@eq.edu.au)).

## Year 6 Term 1 Curriculum Overview

In **English**, students will engage with a variety of literary texts that explore social, historical and cultural themes. They will form small book clubs with their peers so they can discuss the books they have read, supporting each other to identify how authors use text structures, literary devices or language features effectively to develop central themes and build meaning.

Reading books with more complex messages and participating in a book club, will not only support students' appreciation of a broad range of texts but will also provide them with the opportunity to develop and share their opinions in a clear and respectful manner.

In **Maths**, students will use integers to locate and represent points on a number line and in the Cartesian plane. They will also create tessellating patterns using combinations of transformations. They will conduct statistical investigations and critique statistical data in advertising.

Students need to conduct statistical investigations in Year 6 to develop skills in collecting, organising, and interpreting data. This helps them make informed decisions and understand how statistics apply in real-life situations.

In **Science**, students will explore how changes in the physical conditions can affect living things. They will use equipment to generate and record data and describe how individuals and communities use scientific knowledge to make decisions. Students will investigate how micro-organisms are affected by different physical conditions. They will classify and compare different types of observable changes to materials by investigating if changes to materials are reversible or irreversible.

In **Visual Arts**, students will explore aspects of perspective and viewpoint, and consider ways in which artists enhance meanings for the audience. They will take inspiration from different artists and art styles to create their own original artworks.

In **Music**, students will respond to music from movies using the elements of music including rhythm, pitch, tempo, dynamics, texture and timbre to explain how ideas are communicated. They will score music for a silent film, matching action with music and sound effects using untuned classroom percussion instruments and digital instruments. For further information or queries contact our Music teacher Janet Almond ([jmalm0@eq.edu.au](mailto:jmalm0@eq.edu.au)) or Claire Morrell ([clmor0@eq.edu.au](mailto:clmor0@eq.edu.au)).

In **Physical Education** lessons, students will develop the specialised movement skills identified in the game of T-Ball. They will explore ethical behaviour and fair play and apply these concepts within a team and a variety of physical activities. For further information or queries contact our PE teachers Nick Hills ([nhill96@eq.edu.au](mailto:nhill96@eq.edu.au)), Tyson Newell ([tnewe20@eq.edu.au](mailto:tnewe20@eq.edu.au)), Callum Lisha ([clish2@eq.edu.au](mailto:clish2@eq.edu.au)) or Bec Wilson ([rwils408@eq.edu.au](mailto:rwils408@eq.edu.au)).

In **Italian**, students will explore language and cultural practices related to the concept of characterisation. Students will use the characters of Commedia dell'Arte (Italian Comedy Theatre) and focus on what specific traits make each of them unique. From this, students will apply what they have learnt to create their own character and description for a comic book. For further information or queries, contact our Italian Teacher, Alicia Victor ([airwi40@eq.edu.au](mailto:airwi40@eq.edu.au)) and Theresa Verster ([txver0@eq.edu.au](mailto:txver0@eq.edu.au)).