

Prep Term 1 Curriculum Overview

In **English**, students will explore a range of picture books, predicting what will happen from the cover and sharing their favourite parts. They will also begin to explore how drawings can represent our ideas and start to add details and labels to their drawings.

Representing our ideas through words and drawings allows us to share our thoughts, feelings and experiences with others. For very young learners being able to respond to an event by drawing allows them to develop their understandings of how language works. This sets the foundations for writing, which we use every day to communicate with others.

In **Maths**, students will explore early counting principles and numbers to 10. They will make connections between number names, numerals and quantities up to 10. Students will begin sorting and classifying familiar objects and explain the basis for these classifications.

Counting and making connections between number names, numerals and quantities allows students to understand numbers in the real world. This will allow them to see how numbers can be represented in many different ways and help them better understand how numbers work.

In **STEM** (Science, Technology, Engineering and Maths), students will explore the properties and behaviours of combining materials and will create a party hat suitable to wear outside. For further information or queries contact our STEM teachers Michelle Burris (mburr9@eq.edu.au), Sarah Hills (sgree243@eq.edu.au), Emily Aslin (easli2@eq.edu.au), (Kelly Koch (kkoch4@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 (jmalmo@eq.edu.au) or Claire Morrell (clmor0@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), Tyson Newell (tnewe20@eq.edu.au), Connie Richards (clric0@eq.edu.au) or Callum Lisha (clish2@eq.edu.au).

In **Italian**, students will be exposed to a range of language and cultural practices relating to greetings and self-introductions, including Buongiorno Signora! Students will engage in activities such as singing songs, rhymes and action games to recognise another language being spoken. Repetitive interactions will enable the imitation of sounds. For further information or queries, contact our Italian Teacher, Shona McEvoy (smcev13@eq.edu.au).

Year 1 Term 1 Curriculum Overview

In **English**, students will explore several fairy tales including “Little Red Riding Hood” and “Three Little Pigs”, creating labelled drawings of the characters and making some connections to their own personal experiences. They will also write a retell of one of the fairy tales, writing about the beginning, middle and end.

Reading and responding to fairy tales helps us begin to develop an understanding of how stories work. They all include various characters (some who make good choices and others who don't), as well as a series of events. Knowing how a story works helps us comprehend other stories and supports us to write our own.

In **Maths**, students will learn to recognise, model, write and order numbers to 100 and will begin to develop early partitioning understanding and skills to support counting larger collections. They will describe and compare three-dimensional objects based on their obvious geometric features. They will also classify outcomes of familiar events.

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 Burris (mburr9@eq.edu.au), Sarah Hills (sgree243@eq.edu.au), Emily Aslin (easli2@eq.edu.au), (Kelly Koch (kkoch4@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.

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 **Music**, students will explore elements of music including pitch, dynamics and tempo using tuned and un-tuned musical instruments. Students will also begin to develop the skills necessary to play the glockenspiel correctly and safely to sing and play simple songs. For further information or queries, contact our Music teacher Janet Almond (jmalm0@eq.edu.au) or Claire Morrell (clmor0@eq.edu.au).

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. Year one students will have the opportunity to share their dance in a video on Showbie. For further information, contact our Performing Arts teachers, Glenda Kostoglou (gkost1@eq.edu.au) or Claire Morrell (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), Tyson Newell (tnewe20@eq.edu.au), Connie Richards (clric0@eq.edu.au) or Callum Lisha (clish2@eq.edu.au).

In **Italian**, students will use the Italian language to name and describe family members conveying information about name, age and relationship. They also explore families in Australian and Italian-speaking cultures, noting similarities and differences. Students participate in games and songs to describe family members in Italian. For further information or queries, contact our Italian Teacher, Shona McEvoy (smcev13@eq.edu.au).

Year 1/2 Term 1 Curriculum Overview

In **English**, students will explore recounts by reading some popular books including 'An Amazing Australian Roadtrip'. They will write their own recount of a favourite trip as they learn about the structure of texts and learn to add details to their writing.

Recounting events and happenings is a part of our daily lives – as we tell others what happened yesterday or describe something we saw or heard. For young writers, recording the events and feelings associated with an experience allows them to share their insights as well as build stamina as they write.

In **Maths**, students will learn to recognise, model, write, partition and order numbers to 1000 and identify counting patterns. They will learn to perform addition and subtraction calculations of two- and three-digit numbers and will develop their mental computation strategies. They will describe and compare two and three-dimensional objects. They will also classify outcomes of familiar everyday events and will represent data displays.

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 use their senses to explore physical changes in their everyday lives, including one they are responsible for through their actions of bending, stretching and scrunching. They will use this knowledge to create a playground using a variety of materials. For further information or queries contact our STEM teachers Michelle Burriss (mburr9@eq.edu.au), Sarah Hills (sgree243@eq.edu.au), Emily Aslin ([easli2@eq.edu.au](mailto: easli2@eq.edu.au)), (Kelly Koch (kkoch4@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 also investigate some of the places that are special to them and their classmates, considering how these might also change throughout the year.

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 colours to express their observations of the world around them and also talk with others to describe the types of lines and colours used in their artworks.

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. For further information, contact our Performing Arts teacher, Glenda Kostoglou (gkost1@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), Tyson Newell (tnewe20@eq.edu.au), Connie Richards (clric0@eq.edu.au) or Callum Lisha (clish2@eq.edu.au).

In **Italian**, students will explore language and culture related to routines and preparing for a day at school in Italy and in Australia. They will create a bilingual dictionary of classroom objects and routines. Students will identify the alphabet; learn to differentiate between statements and questions according to intonation; learn that simple sentences follow a pattern, and that nouns require an article and are gendered. For further information or queries, contact our Italian Teacher, Theresa Verster (txver0@eq.edu.au).

Year 2 Term 1 Curriculum Overview

In **English**, students will explore recounts by reading some popular picture books and writing their own recount based on a personal experience. They will learn about the structure of texts and make decisions about how to sequence and add details to their own ideas.

Recounting events and happenings is a part of our daily lives – as we tell others what happened yesterday or describe something we saw or heard. For young writers, recording the events and feelings associated with an experience allows them to share their insights as well as build stamina as they write.

In **Maths**, students will learn to recognise and order numbers to 1000 and identify counting patterns. They will learn to perform addition and subtraction calculations of two- and three-digit numbers and will develop their mental computation strategies. Students will draw two-dimensional shapes and will recognise features of three-dimensional shapes. They will describe outcomes of everyday events and represent data displays.

We use mental maths every day, often without even realising it. A strong mental math ability is key in establishing a deep understanding of mathematical calculations and it forms the building blocks to fluency in more complex maths.

In **STEM** (Science, Technology, Engineering and Maths), students will use their senses to explore physical changes in their everyday lives, including one they are responsible for through their actions of bending, stretching and scrunching. They will use this knowledge to create a bedroom portrait using a variety of materials. For further information or queries contact our STEM teachers Michelle Burris (mburr9@eq.edu.au), Sarah Hills (sgree243@eq.edu.au), Emily Aslin (easli2@eq.edu.au), (Kelly Koch (kkoch4@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.

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).

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), Tyson Newell (tnewe20@eq.edu.au), Connie Richards (clric0@eq.edu.au) or Callum Lisha (clish2@eq.edu.au).

In **Italian**, students will explore language and culture related to routines and preparing for a day at school in Italy and in Australia. They will create a bilingual dictionary of classroom objects and routines. Students will identify the alphabet; learn to differentiate between statements and questions according to intonation; learn that simple sentences follow a pattern, and that nouns require an article and are gendered. For further information or queries, contact our Italian Teachers, Theresa Verster (txver0@eq.edu.au) and Shona McEvoy (smcev13@eq.edu.au).

Year 3 Term 1 Curriculum Overview

In **English**, students will explore the ways in which writers make choices to entertain or to persuade others. They will develop their writing stamina as they respond to a variety of visual prompts and create written narratives and arguments.

Entertaining and persuading others to agree with our point of view are such vital skills not just for school, but also for life. Being able to entertain others with a good story and knowing how to persuade others using spoken and written language will support students as they interact with others at school, at home and within the community.

In **Maths**, students will continue forwards and backwards counting patterns involving addition and subtraction and classify numbers as either odd or even. They will count to and from 10 000 and use place value reasoning. Students will also identify symmetry in the environment and conduct chance experiments.

Almost all mathematical concepts build on the understanding of place value. Place value is the position of a number that tells what value it is assigned. Students use place value to understand how to read, write and represent numbers, recognising strings of digits as the specific numbers they represent.

In **Science**, students 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 create a sustainable playground and discuss the material properties they have chosen. For further information or queries contact our Technology teachers Michelle Burris (mburr9@eq.edu.au), Sarah Hills (sgree243@eq.edu.au), Emily Aslin ([easli2@eq.edu.au](mailto: easli2@eq.edu.au)), (Kelly Koch (kkoch4@eq.edu.au)).

In **HASS** (Humanities and Social Sciences), students will investigate ways in which to participate and contribute to our school community, and explore the history of schools within our area. They will create a photo story to highlight the similarities and differences between schools now and in the past.

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) or Claire Morrell (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), Tyson Newell (tnewe20@eq.edu.au), Connie Richards (clric0@eq.edu.au) or Callum Lisha (clish2@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 Teacher, Theresa Verster (txver0@eq.edu.au).

Year 4 Term 1 Curriculum Overview

In **English**, students will read and discuss the chapter book “My Girragundji”, analysing the ways in which the author uses language features to create an engaging story. They will also write a new ending for the narrative and share this with their classmates.

Reading stories and novels provides us with an opportunity to learn about other perspectives and to build empathy for different viewpoints. “My Girragundji” is written from an indigenous perspective so helps us to see the world from a different point of view, while also providing a way for us to reflect upon the similarities and differences in the ways we might respond to those things that we are worried about.

In **Maths**, students will recognise, represent and compare numbers to 100 000 and apply place value to partition, rearrange and regroup numbers to assist addition and subtraction calculations. They will describe number patterns resulting from multiplication and continue number sequences involving multiples of single digit numbers. They will also compare areas of regular and irregular shapes using informal units.

Patterns are everywhere! Learning about patterns provides students with an understanding of mathematical relationships which helps to prepare children for learning complex number concepts and mathematical operations.

In **Science**, students will identify the roles of organisms in a habitat and construct food chains. They will communicate their findings for an identified audience.

In **Technology**, students will design a sustainable home, considering the climate of their choice. They will communicate their design ideas using annotated diagrams. For further information or queries contact our Technology teachers Michelle Burris (mburr9@eq.edu.au), Sarah Hills (sgree243@eq.edu.au), Emily Aslin (easli2@eq.edu.au), (Kelly Koch (kkoch4@eq.edu.au)).

In **HASS** (Humanities and Social Sciences), students will explore why rules and laws are important. They will also investigate some of the different points of view about issues and consider how individual identities are shaped.

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).

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), Tyson Newell (tnewe20@eq.edu.au), Connie Richards (clric0@eq.edu.au) or Callum Lisha (clish2@eq.edu.au).

In **Italian**, students will use language to explore the celebration of Carnevale, and make connections with their own experiences. They will discover the significance and cultural practices of Carnevale, create and describe a mask and discuss the celebration and costumes of Carnevale. For further information contact our Italian teacher, Alicia Victor (airwi40@eq.edu.au) or Theresa Verster (txver0@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 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.

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 solve simple problems using a range of strategies, and identify and describe factors and multiples. They will order unit fractions and locate them on number lines, as well as add and subtract fractions with the same denominator. Students will continue to develop fluency in the recall of basic number facts and learn to calculate the perimeter and area of rectangles.

Factors and multiples are commonly used in our everyday lives. We can apply our understanding of factors and multiples to solve real world problems, building fluency in multiplication and division.

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.

In **Technology**, students will explain how people design products to meet the needs of communities and will make considerations around the sustainability of their product. They will design a garment and will explore the fibre to garment process and will decide how this will impact their design. For further information or queries contact our Technology teachers Michelle Burris (mburr9@eq.edu.au), Sarah Hills (sgree243@eq.edu.au), Emily Aslin (easli2@eq.edu.au), (Kelly Koch (kkoch4@eq.edu.au)).

In **HASS** (Humanities and Social Sciences), students will investigate changes in the natural environment, considering ways in which different groups manage and respond to events such as bushfires and floods. Within small groups, students will create a community announcement, providing information to the public about an emergency (e.g. fire, flood).

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 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).

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), Tyson Newell (tnewe20@eq.edu.au), Connie Richards (clric0@eq.edu.au) or Callum Lisha (clish2@eq.edu.au).

In **Italian**, students will use language to speak about themselves, their interests and share these with others. They will create a poster all about me and have an opportunity to present to the class or a via a recording. For example, Ciao! Mi chiamo Sofia e mi piace giocare a tennis. For further information or queries, contact our Italian Teacher, Alicia Victor (airwi40@eq.edu.au).

Year 6 Term 1 Curriculum Overview

In **English**, students will read a range of short stories and identify the ways in which the author creates characters and develops a plot. They will write their own short story and share these with their peers.

While we all love an engaging long movie or series, it is sharing a short story with a twist or surprise ending that usually has our audience really listening. This unit provides an opportunity for students to build their skills in story telling as they create engaging and surprising stories.

In **Maths**, students will engage in a range of activities as they solve problems involving all four operations and investigate the properties of prime, composite, square and triangular numbers. They will continue to develop fluency in the recall of basic and extended number facts will also interpret and use a range of timetables. Students will solve problems involving length and area and will connect decimal representations to the metric system.

The four operations are considered to be the cornerstone of mathematics. It is important for students to become confident with using the four operations (addition, subtraction, multiplication and division) so they can apply these skills in the real world.

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.

In **Technology**, students will design an Indigenous garden for the school environment. They will describe how sustainability considerations influenced their design decisions and develop a criteria for success. Students will also judge the suitability of their design ideas. For further information or queries contact our Technology teachers Michelle Burris (mburr9@eq.edu.au), Sarah Hills (sgree243@eq.edu.au), Emily Aslin (easli2@eq.edu.au), (Kelly Koch (kkoch4@eq.edu.au)).

In **HASS** (Humanities and Social Sciences), students will investigate the processes connected to democracy, exploring the varying roles and responsibilities of the different levels of government in Australia. They will develop their understandings by engaging in a role play, taking on roles needed within parliament when debating and passing a law.

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).

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), Tyson Newell (tnewe20@eq.edu.au), Connie Richards (clric0@eq.edu.au) or Callum Lisha (clish2@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. They will utilise digital technology to demonstrate their understanding of the differences between daily school life in both cultures. For further information contact our Italian teacher, Alicia Victor (airwi40@eq.edu.au).