



Enoggera State School Whole School Curriculum Plan

English				
Year	Term 1	Term 2	Term 3	Term 4
Prep	<p style="text-align: center;">Enjoying Our New World</p> <p>Students listen to and read texts to explore predictable text structures and common visual patterns in a range of literary and non-literary texts, including fiction and non-fiction books and everyday texts.</p>	<p style="text-align: center;">Enjoying & Retelling Stories</p> <p>Students will listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain through retelling events.</p>	<p style="text-align: center;">Interacting with Others</p> <p>Students listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge and a range of language features.</p>	<p style="text-align: center;">Responding to text</p> <p>Students will have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students will create a short imaginative multimodal text that includes illustrations.</p>
Prep/1	<p style="text-align: center;">Stories and their structure</p> <p>Students will listen to, read and view a range of literary texts and identify how language, language features patterns and text structures are used to engage, entertain and remind us of personal experiences.</p>	<p style="text-align: center;">“You’re a character”</p> <p>Students listen to, view and interpret a range of multimodal texts to identify character traits and attributes. Students will create a character description.</p> <p style="text-align: center;">Poetry In Motion</p> <p>Students listen to, view, interpret, read (y1) a range of poems, and nursery rhymes to explore letter /sound patterns & knowledge. Students will identify features of language, plot, character, setting.</p>	<p style="text-align: center;">Retelling Stories</p> <p>Students listen to, read, view and interpret picture books and stories from Indigenous Australian Culture. They will examine the humanistic features and qualities of animal characters. They will write, read (Yr1) and present a retelling of their favourite story to an audience.</p>	<p style="text-align: center;">Multimodal Texts</p> <p>Students will examine and explore the text structures, language features and organisation of multimodal texts. Students will create a digital multimodal text. Imaginative text with illustrations (prep) Procedural text (Year 1)</p>
Year 1	<p style="text-align: center;">Explaining how a story works</p> <p>Students listen to, read and view a range of written picture books, including stories from Aboriginal cultures and Torres Strait Islander cultures. They retell events of a familiar story using text structure and repetition. Students respond to imaginative stories making connections between personal experiences and the text.</p>	<p style="text-align: center;">Exploring characters in stories</p> <p>Students listen to, read, view and interpret spoken, written and multimodal literary texts to identify some features of characters in these texts and to create character descriptions.</p> <p style="text-align: center;">Engaging with poetry</p> <p>Students listen to, read and view a variety of poems to explore sound patterns and features of plot, character and setting. Students recite a poem to the class.</p>	<p style="text-align: center;">Examining the language of communication questioning</p> <p>Students listen to, read, view and interpret texts with animal characters to explore how they reflect human qualities. Students create an animal character to be included in a literary text, and discuss their choices in an interview.</p> <p style="text-align: center;">Retelling cultural stories</p> <p>Students listen to, read, view & interpret picture books & stories from different cultures. They write, present and read a retelling of their favourite story to an audience of peers.</p>	<p style="text-align: center;">Creating digital procedural texts</p> <p>Students listen to, read, view and interpret traditional and digital multimodal texts to explore the language features and text structures of procedural texts in imaginative and informative contexts.</p>



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<p>Year 2</p>	<p>Reading, writing, performing poetry Students read and listen to a range of poems to create a poetry innovation. Students present their poem or rhyme to a familiar audience and explain their preference for aspects of poems.</p> <p>Stories of families and friends Students explore texts to analyse how stories convey a message about issues that relate to families and friends. Students will write an imaginative new narrative about family relationships and/or friendships for a familiar animal character.</p>	<p>Exploring characters Students read, view and listen to a variety of literary texts to explore how characters are represented in print and images. Students identify character qualities in texts. They compare how similar characters are depicted in two literary texts and write a text expressing a preference for one character, giving reasons.</p>	<p>Exploring plot and characterisation in stories Students explore a variety of stories in picture books and from other cultures to explore how stories use plot and characterisation to entertain and engage an audience. Students create a written imaginative event to be added to a familiar narrative, with appropriate images that match the text.</p>	<p>Exploring informative texts Students read, view and listen to a range of texts to comprehend and compare the text structures and language features of imaginative and informative texts. Students create an informative text with a supporting image.</p> <p>Exploring procedural text Students listen to, read and view a range of literary imaginative texts that contain certain structural elements and language features that reflect an informative text. Students create, rehearse and present a procedure in front of their peers.</p>
<p>Year 3</p>	<p>Investigating characters Students listen to, view and read a novel to explore the authors' use of descriptive language in the construction of characters. They complete a reading log that analyses characters from the novel. Students read an extract from the novel and answer questions using comprehension strategies to build literal and inferred meaning of the text. They write a short imaginative narrative based on a familiar theme.</p> <p>Analysing and creating persuasive texts Students read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience. They use this language to create their own persuasive texts.</p>	<p>Analysing and creating persuasive texts Students read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience. They use this language to create their own persuasive texts.</p> <p>Examining stories from different perspectives (Lorax) Students listen to, view, read and compare a range of stories, with a focus on different versions of the same story. They comprehend stories and create a spoken retelling of a story from a different perspective. They comprehend and evaluate narrative.</p>	<p>Examining Imaginative Texts students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual features used to suit context, purpose and audience. They create a multimodal imaginative text.</p>	<p>Reading, responding to, writing Poetry Students listen to, read, view and adapt Australian poems. They analyse texts by exploring the context, purpose and audience and how language features and language devices can be adapted to create new meaning. Students write & present an adaptation of a poem, using appropriate speaking skills. Students read a rhyming text & explore ways in which language features & devices can be highlighted in performance through pace, pitch, tone, volume and gesture.</p> <p>Exploring character and setting in texts – Fantastic Mr Fox In this unit, students listen to, read, view and analyse informative and literary texts. They create and present a spoken procedure in the role of a character. They make inferences about characters and settings and draw connections between the text and their own experiences. Students write a persuasive letter that links to the literary text.</p>



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<p>Year 4</p>	<p>Investigating author’s language in a familiar narrative Students read a narrative and examine and analyse the language features and techniques used by the author. They create a new chapter for the narrative for an audience of their peers.</p> <p>Examining humour in poetry Students read and listen to a range of humorous poems by different authors. They identify structural features and poetic language devices in humorous poetry. They use this knowledge to innovate on poems and evaluate the poems by expressing a personal viewpoint using evidence from the poem.</p>	<p>Examining traditional stories Students read and analyse traditional stories from Asia and from Aboriginal peoples’ and Torres Strait Islander peoples’ histories and cultures. They demonstrate understanding of the stories by identifying structural and language features, finding literal and inferred meaning and explaining the message or moral. Students plan, create and present a traditional story which includes a moral for a younger audience.</p>	<p>Exploring recounts set in the past Students listen to, read and explore a variety of historical texts including historical and literary recounts written from different people’s perspectives. Students answer questions about different historical texts and present an account of events in the role of a person who was present at the arrival of the First Fleet.</p> <p>Exploring a quest novel Students read and analyse a quest novel. Throughout the unit, students are monitored as they post comments and respond to others’ comments in a discussion board to demonstrate understanding of the quest novel. Students also write a short response explaining how the author represents the main character in an important event in the quest novel.</p>	<p>Examining persuasion in advertisements and product packaging Students recognise and analyse characteristic ideas and persuasive techniques including language features and devices, audio effects and visual composition in advertisements and their impact on the target audience. Students use appropriate metalanguage to describe the effects of persuasive techniques used on a breakfast cereal package and report these to peers.</p>
<p>Year 5/ 6</p>	<p>Exploring narratives through novel and film Students listen to, read, view and analyse literary and informative texts on the same topic. Students explore and evaluate how topics and messages are conveyed through both literary (imaginative) and informative texts, including digital texts. Students identify the author’s purpose and analyse similarities and differences in texts. They compare and analyse the effectiveness of each text in its ability to deliver a message.</p>	<p>Exploring Persuasion in the Media Students listen to, read and view a variety of news reports from television, radio and the internet. Students identify and analyse bias in media reports. They evaluate the effectiveness of language devices that represent ideas and events with the intent to influence an audience. They create a written response to a news report.</p>	<p>Appreciating Poetry Students listen to, read and view a range of poetry, including anthems, odes and narrative poems. They will interpret and evaluate poems, analysing how text structures and language features have been constructed by the poet, for specific purposes and effects. Students will create a transformation of a narrative poem to a digital multimodal narrative.</p>	<p>Comparing Texts Students explore and evaluate how topics and messages are conveyed through both literary (imaginative) and informative texts, including digital texts. Students identify the author’s purpose and analyse similarities and differences in texts. They compare and analyse the effectiveness of each text in its ability to deliver a message. Students will write an argument persuading others to a particular point of view using specific structural and language features studied during the unit.</p>



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Mathematics				
Year	Term 1	Term 2	Term 3	Term 4
Prep	<p><i>Unit 1</i> Engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real-life situations, routines & transitions. Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> o Number and place value o Patterns and algebra o Using units of measurement o Location and transformation <p>Assessment Bag Sort – students sort objects and explain rules.</p>	<p><i>Unit 2</i> Engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real-life situations, routines & transitions. Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> o Number and place value o Patterns and algebra o Using units of measurement o Shape o Location and transformation <p>Assessment: Shape Sort - Students sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment count & compare collections.</p>	<p><i>Unit 3</i> Engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real-life situations, routines & transitions. Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> o Number and place value o Patterns and algebra o Using units of measurement o Data representation and interpretation <p>Assessment: Task- Students will design and answer a suitable yes/no question to collect information. Students discuss duration and order of events, and link daily activities to days of week.</p>	<p><i>Unit 4</i> Engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real-life situations, routines & transitions. Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> o Number and place value o Using units of measurement o Location and transformation <p>Assessment: Students will create a number mat representing missing numbers or quantities to ten or beyond in a variety of ways (including the numeral, name and picture).</p>
1	<p><i>Unit 1</i> Students develop understandings of:</p> <ul style="list-style-type: none"> o Number and place value o Using units of measurement o Chance o Data representation and interpretation <p>Assessment: Students classify outcomes of simple familiar events. Students recognise, model, write and order numbers to 20.</p>	<p><i>Unit 2</i> Students develop understandings of:</p> <ul style="list-style-type: none"> o Number and place value o Using units of measurement o Fractions and decimals o Money and financial mathematics o Patterns and algebra o Shape o Location and transformation <p>Assessment: Students give and follow directions to familiar locations. Students describe two-dimensional shapes and three-dimensional objects. Students use simple strategies to reason and solve a money inquiry question.</p>	<p><i>Unit 3</i> Students develop understandings of:</p> <ul style="list-style-type: none"> o Number and place value o Using units of measurement o Money and financial mathematics o Patterns and algebra o Shape o Location and transformation <p>Assessment: Students measure and order objects based on length and capacity using informal units. Students explain time durations and tell time to the half hour. Students describe number sequences resulting from skip counting by 2s, 5s and 10s. Count to and from 100, locate numbers on a number line Recognise Australian coins according to value.</p>	<p><i>Unit 4</i> Students develop understandings of:</p> <ul style="list-style-type: none"> o Number and place value o Chance o Fractions and decimals o Patterns and algebra o Data representation and interpretation <p>Assessment: Students identify representations of one half. Students collect data by asking questions, draw and describe data displays and make simple inferences. Students carry out simple addition and subtraction.</p>



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2	<p><i>Unit 1</i> Students develop understandings of:</p> <ul style="list-style-type: none"> o Number and place value o Using units of measurement o Chance o Data representation and interpretation <p>Assessment: Students count forwards and backwards from various starting points between 1 and 100, Describing, representing and using additive concepts - In the toyshop window</p>	<p><i>Unit 2</i> Students develop understandings of:</p> <ul style="list-style-type: none"> o Number and place value o Fractions and decimals o Using units of measurement o Patterns and algebra o Money and financial mathematics o Shape o Location and transformation <p>Assessment: Students describe number patterns, identify missing elements and tell time to the quarter hour. Students associate collections of Australian notes and coins with their values.</p>	<p><i>Unit 3</i> Students develop understandings of:</p> <ul style="list-style-type: none"> o Number and place value o Fractions and decimals o Using units of measurement o Money and financial mathematics o Location and transformation <p><i>Assessment</i> Students count, model and represent numbers to and from 1000, represent multiplication by grouping into sets. They divide collections and shapes into halves, quarters and eighths and solve problems Students measure, compare and order several objects using uniform informal units. Students use a calendar to answer questions involving time sequences.</p>	<p><i>Unit 4</i> Students develop understandings of:</p> <ul style="list-style-type: none"> o Number and place value o Fractions and decimals o Using units of measurement o Patterns and algebra o Chance o Data representation and interpretation o Shape o Location and transformation <p>Assessment: Students describe outcomes for everyday events, collect, organise, represent and make sense of collected data and make simple inferences Students draw two-dimensional shapes, recognise the features of three - dimensional objects. Students explain the effects of one-step transformations.</p>
3	<p><i>Unit 1</i> Students develop understandings of:</p> <ul style="list-style-type: none"> o Number and place value o Using units of measurement o Chance o Data representation and interpretation <p>Assessment: Conducting a simple chance experiment Investigating and measuring length Representing, adding and subtracting numbers</p>	<p><i>Unit 2</i> Students develop understandings of:</p> <ul style="list-style-type: none"> o Number and place value o Fractions and decimals o Money and financial mathematics o Patterns and algebra o Shape o Location and transformation o Geometric reasoning <p>Assessment: Adding, subtracting and partitioning numbers Classifying numbers as odd or even and continuing number patterns Investigating positions on maps</p>	<p><i>Unit 3</i> Students develop understandings of:</p> <ul style="list-style-type: none"> o Number and place value o Using units of measurement o Fractions and decimals o Money and financial mathematics o Patterns and algebra o Location and transformation <p>Assessment: Investigating the relationship between units of time Patterning and connecting Measuring length, mass and capacity using metric units. Addition and subtraction Representing multiplication</p>	<p><i>Unit 4</i> Students develop understandings of:</p> <ul style="list-style-type: none"> o Number and place value o Using units of measurement o Fractions and decimals o Chance o Data representation and interpretation o Money and financial mathematics o Shape o Location and transformation o Geometric reasoning <p>Assessment: Interpreting grid maps, and identifying symmetry, three dimensional objects & angles Investigating change Using unit fractions and multiplication</p>
4	<p><i>Unit 1</i> Students develop understandings of:</p> <ul style="list-style-type: none"> o Number and place value o Fractions and decimals o Patterns and algebra o Using units of measurement 	<p><i>Unit 2</i> Students develop understandings of:</p> <ul style="list-style-type: none"> o Number and place value o Fractions and decimals o Money and financial mathematics o Shape 	<p><i>Unit 3</i> Students develop understandings of:</p> <ul style="list-style-type: none"> o Number and place value o Fractions and decimals o Patterns and algebra o Using units of measurement 	<p><i>Unit 4</i> Students develop understandings of:</p> <ul style="list-style-type: none"> o Number and place value o Fractions and decimals o Patterns and algebra o Using units of measurement



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	<ul style="list-style-type: none"> o Data representation and interpretation <p>Assessment: Investigating the nature of 10 000 Understanding place value, fractions and operations Identifying and explaining chance events Recalling and using multiplication and division facts</p>	<ul style="list-style-type: none"> o Location and transformation o Geometric reasoning <p>Assessment: Investigating distance on maps Recalling multiplication and division facts, Interpreting simple maps and classifying angles Using properties of odd/ even numbers</p>	<ul style="list-style-type: none"> o Money and financial mathematics o Shape o Location and transformation <p>Assessment: Identifying and creating symmetrical patterns Comparing areas and using measurements Recognising and locating fractions Investigating mass</p>	<ul style="list-style-type: none"> o Data representation and interpretation o Money and financial mathematics o Shape <p>Assessment: Analysing data Connecting decimals and fractions Investigating time Solving purchasing problems</p>
5	<p><i>Unit 1</i> Students develop understandings of:</p> <ul style="list-style-type: none"> o Number and place value o Fractions and decimals o Using units of measurement o Chance o Data representation and interpretation <p>Assessment: Converting 12 and 24 hour time Finding the area of rectangles Interpreting data and posing questions to collect data Investigating chance experiments Solving simple multiplication, division and fraction problems</p>	<p><i>Unit 2</i> Students develop understandings of:</p> <ul style="list-style-type: none"> o Number and place value o Fractions and decimals o Data representation and interpretation o Patterns and algebra o Shape o Location and transformation o Geometric reasoning <p>Assessment: Connecting 3D objects with their 2D representations Identifying and describing factors and multiples Identifying and describing line and rotational symmetry Investigating involving data</p>	<p><i>Unit 3</i> Students develop understandings of:</p> <ul style="list-style-type: none"> o Number and place value o Fractions and decimals o Using units of measurement o Patterns and algebra o Location and transformation o Money and financial mathematics <p>Assessment: Calculating measurements Continuing patterns, calculating with money and numbers Explaining simple budgets Investigating and calculating measurement Locating and calculating fractions</p>	<p><i>Unit 4</i> Students develop understandings of:</p> <ul style="list-style-type: none"> o Number and place value o Fractions and decimals o Using units of measurement o Chance o Data representation and interpretation o Location and transformation o Geometric reasoning o Money and financial mathematics <p>Assessment: Calculating time Identifying factors and multiples Describing chance and probability Investigating with measurement and mapping</p>
6	<p><i>Unit 1</i> Students develop understandings of:</p> <ul style="list-style-type: none"> o Number and place value o Fractions and decimals o Money and financial mathematics o Using units of measurement o Chance o Data representation and interpretation <p>Assessment: Interpreting and comparing data displays Interpreting and comparing data displays Investigating and solving problems involving area</p>	<p><i>Unit 2</i> Students develop understandings of:</p> <ul style="list-style-type: none"> o Number and place value o Fractions and decimals o Patterns and algebra o Using units of measurement o Shape o Geometric reasoning <p>Assessment: Applying the order of operations Describing integers in everyday Contexts Describing number patterns & rules Investigating angles Investigating pyramids measurement</p>	<p><i>Unit 3</i> Students develop understandings of:</p> <ul style="list-style-type: none"> o Number and place value o Fractions and decimals o Patterns and algebra o Money and financial mathematics o Using units of measurement o Location and transformation <p>Assessment: Calculating fractions & decimals Identifying number properties Calculating percentage discounts Locating integers and describing transformations</p>	<p><i>Unit 4</i> Students develop understandings of:</p> <ul style="list-style-type: none"> o Number and place value o Fractions and decimals o Patterns and algebra o Chance o Data representation and interpretation o Geometric reasoning o Location and transformation <p>Assessment: Describing probabilities and comparing frequencies Investigating and interpreting secondary data Investigating and solving problems involving measurement and data</p>



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Science				
Year	Term 1	Term 2	Term 3	Term 4
P	<p><i>Our living world</i> Students use their senses to observe the needs of living things, both animals & plants. They begin to understand that observing is an important part of science & that scientists discuss and record their observations. Students learn that the survival of all living things is reliant on basic needs being met, and there are consequences when needs are not met. They analyse different types of environments & how each provides for the needs of living things. Students consider the impact of human activity & natural events on basic needs. They share ideas about supporting & protecting living things in the school grounds.</p>	<p><i>Our material world</i> Students examine familiar objects using their senses and understand that objects are made of materials that have observable properties. Through exploration, investigation and discussion, students learn how to describe the properties of the materials from which objects are made and how to pose science questions. Students observe and analyse the reciprocal connection between properties of materials, objects and their uses so that they recognise the scientific decision making that occurs in everyday life. Students conduct investigations to determine suitability of materials for a particular purpose and share their ideas and observations using scientific language and representations.</p>	<p><i>Weather watch</i> Students use their senses to explore & observe the weather in their local environment & learn that we can record our observations using symbols. Students observe that weather can change and identify the features that reflect a change in the weather. Students reflect on the impact of these changes on themselves, in particular on clothing, shelter & activities, through various cultural perspectives. They begin to realise that weather conditions are not the same for everyone. Students also learn about the impact of daily & seasonal changes on plants & animals. Students reflect on how the weather affects living things & have opportunities to communicate their observations about the weather.</p>	<p><i>Move it, move it</i> Students engage in activities from the five contexts of learning: Play, Real-life situations, Investigations, Routines and transitions, and Focused learning and teaching. Students use their senses to observe and explore the properties and movement of objects. They recognise that science involves exploring and observing using the senses. Students engage in hands on investigations and respond to questions about the factors that influence movement. They share and reflect on observations and ideas and represent what they observe. Students have the opportunity to apply and explain knowledge of movement in a familiar situation.</p>
1	<p><i>Living adventure</i> Students make links between external features of living things & the environments in which they live. They consider how the needs of living things are met in a variety of habitats. They compare differences between healthy & unhealthy habitats, & suggest how changes to habitats can affect how the needs of living things are met. Students understand that science helps people care for environments & living things & they use science knowledge to recommend changes to improve habitats & care for the environment. They share observations using scientific and everyday language.</p>	<p><i>Material madness</i> Students explore how everyday materials can be physically changed in a variety of ways according to their properties. They describe the actions used to physically change materials to make objects for different purposes, understanding that science involves asking questions about and describing changes to objects that are used in their everyday lives. Students respond to questions, make predictions and participate in guided investigations exploring the effects of making physical changes to materials and objects. They use a range of methods to sort information, collect, record observations, comparing them with the observations of others. They modify a material for a given purpose.</p>	<p><i>Changes around me</i> Students describe the observable features of a variety of landscapes and skies. They consider changes in the sky and landscape and the impact of these changes on themselves and other living things. Students represent observable features and share ideas with others about changes in the sky and landscapes and how they affect everyday life.</p>	<p><i>Light and sound</i> Students explore sources of light and sound. They manipulate materials to observe how light and sound are produced, and how changes can be made to light and sound effects. They examine how light and sound are used and ask questions. They make predictions and share observations, comparing their observations with predictions and with each other. They sort observations and represent and communicate uses in everyday life. They respond to their understandings in a variety of ways.</p>



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2	<p>Mix, make and use</p> <p>Students investigate combinations of different materials and give reasons for the selection of particular materials according to their properties and purpose. Students understand that science involves asking questions about, and describing changes to, familiar objects and materials. They describe changes made to materials when combining them to make an object that has a purpose in everyday life. Students pose questions, make predictions and follow instructions to record observations in a guided investigation. They represent and communicate their observations using scientific language</p>	<p>Toy factory</p> <p>Students understand how a push or pull affects how an object moves or changes shape. They understand that science involves asking questions about and describing changes in the way an object moves or can be moved and how this knowledge is used in their daily lives. They pose questions and make predictions about changes that can affect how an object moves, and investigate and explain how pushes and pulls cause movement in objects, comparing their observations with predictions. They use informal measurements to make and compare observations about movement and sort information about the way toys move. They then apply this science knowledge in explaining how pushes and pulls can be used to change the movement of a toy.</p>	<p>Good to grow</p> <p>Students examine how living things, including plants and animals, change as they grow. They ask questions about, investigate and compare the changes that occur to different living things during their life stages. Students consider how Aboriginal peoples and Torres Strait Islander peoples living a traditional lifestyle use the knowledge of life stages of animals and plants in their everyday lives. They conduct investigations including exploring the growth and life stages of a class animal and plant. Students respond to questions, make predictions, use informal measurements, sort information, compare observations, and represent and communicate observations and ideas.</p>	<p>Save planet Earth</p> <p>Students investigate Earth's resources. They describe how Earth's resources are used and the importance of conserving resources for the future of all living things. They use informal measurements to record observations from experiments. Students use their science knowledge of conservation to propose and explain actions that can be taken to conserve Earth's resources, and decisions they can make in their everyday lives. Students share their ideas about conservation of Earth's resources in a presentation. Students learn how Aboriginal and Torres Strait Islander peoples use their knowledge of conservation in their everyday lives.</p>
3	<p>Is it living?</p> <p>Students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features. They also explore grouping familiar things into living, non-living, once living things and products of living things. Students understand that science knowledge helps people to understand the effect of actions. They use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations. Students identify and use safe practices to make scientific observations and record data about living and non-living things. Students use scientific language and representations to communicate their observations, ideas and findings.</p>	<p>Spinning Earth</p> <p>Students use understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows. They identify the observable and non-observable features of Earth and compare its size with the sun and moon. They make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes. Students plan and conduct an investigation about shadows and collect data safely using appropriate equipment to record formal measurements. Students represent their data in tables and simple column graphs to identify patterns and explain their results. They identify how Aboriginal peoples use knowledge of Earth's movement in their traditional lives. Students explore the relationship between the sun and Earth to identify where people</p>	<p>Hot stuff</p> <p>Students investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. Students identify that heat energy transfers from warmer areas to cooler areas. They use their experiences to identify questions about heat energy and make predictions about investigations. Students describe how they can use science investigations to respond to questions. Students plan and conduct investigations about heat and heat energy transfer and collect and record observations, using appropriate equipment to record measurements. They represent their data in tables and simple column graphs, to identify patterns,</p>	<p>What's the matter?</p> <p>Students understand how a change of state between solid and liquid can be caused by adding or removing heat. They explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. Students identify how science is involved in making decisions and how it helps people to understand the effect of their actions. They evaluate how adding or removing heat affects materials used in everyday life. They conduct investigations, including identifying investigation questions and making predictions, assessing safety, recording and analysing results, considering fairness and communicating ideas and findings. Students describe how science investigations can be used to answer questions. They recognise that Australia's First Peoples traditionally used knowledge of solids and liquids in their everyday</p>



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		use science knowledge in their lives. They create a presentation to communicate their understandings and findings about the regular changes on Earth and its rotation.	explain their results and describe how safety and fairness were considered in their investigations.	
4	<p>Here today, gone tomorrow</p> <p>In this unit students will explore natural processes and human activity that cause weathering and erosion of Earth's surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity. They describe situations where science understanding can influence their own and others' actions. They identify questions and make predictions based on prior knowledge. They safely use equipment and make and record observations with accuracy. They suggest explanations for their observations, compare their findings with their predictions and communicate their observations and findings.</p>	<p>Ready, set, grow!</p> <p>Students investigate life cycles and sequence key stages in the life cycles of plants and animals. They examine relationships between living things and their dependence on each other and on the environment. By considering human and natural changes to the habitats, students will predict the effect of these changes on living things, including the impact on life cycles and the survival of the species. They identify when science is used to understand the effect of their own and others' actions. They identify investigable questions and make predictions based on prior knowledge. They discuss ways to conduct investigations safely and make and record observations with accuracy. They use tables and column graphs to organise their data, suggest explanations for observations and compare their findings with their predictions. They communicate their observations and findings.</p>	<p>Material use</p> <p>They investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. They consider how science involves making predictions and how science knowledge helps people to understand the effect of their actions. They make predictions and use appropriate materials and equipment safely to make and record observations when conducting investigations. They represent data, identify patterns in their results, suggest explanations for their results, compare their results with their predictions, and reflect upon the fairness of their investigations. They complete simple reports to communicate their findings.</p>	<p>Fast forces!</p> <p>Students use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects. They use their knowledge of forces to make predictions about games and complete games safely in order to collect data. They use tables and column graphs to organise data and identify patterns so that findings can be communicated. They identify how science knowledge of forces helps people understand the effects of their actions.</p>
5/6	<p>Survival in the environment</p> <p>Students analyse the structural features and behavioural adaptations that assist living things to survive in their environment. They understand that science involves using evidence and comparing data to develop explanations. Students investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments, and use this knowledge to design creatures with</p>	<p>Matter matters</p> <p>Students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Students pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. They represent data and observations in tables and graphs. They identify patterns and relationships in data</p>	<p>Now you see it</p> <p>Students investigate the properties of light and the formation of shadows. They investigate reflection angles, how refraction affects our perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects, and the relationship between light source distance and shadow height. They plan investigations including posing questions, making predictions, and following and developing methods. They analyse and represent data and communicate findings using a range of</p>	<p>Our place in the solar system</p> <p>Students describe the key features of our solar system including planets and stars. They discuss scientific developments that have affected people's lives and describe details of contributions to our knowledge of the solar system from a range of people. With guidance, students will pose questions, plan and conduct investigations to answer questions and solve problems. They decide on variables to change and measure to conduct fair tests. Students communicate their ideas in a variety of multimodal texts including recording in data sheets and as a report for popular media.</p>



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	adaptations that are suitable for survival in prescribed environments.	and compare patterns with their predictions when suggesting explanations. They suggest ways to improve fairness and accuracy of their investigation.	text types, including reports; labelled and ray diagrams. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples' lives.
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History and Social Sciences - HASS				
P	Term 1	Term 2	Term 3	Term 4
	<p>My Family History Inquiry question: What is my history and how do I know? In this unit, students:</p> <ul style="list-style-type: none"> • explore the nature and structure of families • identify their own personal history, particularly their own family backgrounds and relationships • examine diversity within their family and others • investigate familiar ways family and friends commemorate past events that are important to them • recognise how stories of families and the past can be communicated through sources that represent past events • present stories about personal & family events in the past that are commemorated. 		<p>My Special Places Inquiry question: What are places like and what makes them special? In this unit, students:</p> <ul style="list-style-type: none"> • draw on studies at the personal scale, including places where they live or other places that are familiar to them • understand that a 'place' has features and a boundary that can be represented on maps or globes • recognise that what makes a 'place' special depends on how people view & use a place • observe & represent the location and features of places using pictorial maps and models • examine sources to identify ways that people care for special places • describe special places and the reasons they are special to people reflect on learning to suggest ways they could contribute to the caring of a special place. 	
1	<p>My Changing Life Inquiry question: How has my family and daily life changed over time? In this unit, students:</p> <ul style="list-style-type: none"> • explore family structures and the roles of family members over time • recognise events that happened in the past may be memorable or have personal significance • identify and describe important dates and changes in their own lives • compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences • respond to questions about the recent past • sequence and describe events of personal significance using terms to describe the passing of time • examine sources (images, objects, family stories) that have personal significance • share stories about the past. 		<p>My Changing World Inquiry question: What are the features of my local places and how have they changed? In this unit, students:</p> <ul style="list-style-type: none"> • draw on studies at the personal and local scale, including familiar places, for example, the school, local park and local shops • recognise that the features of places can be natural, managed or constructed • identify and describe the natural, constructed and managed features of places • examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places • represent local places using pictorial maps and describe local places using the language of direction and location • Understand about features of places, activities that occur in places and the care of places • collect and record geographical data and information, to investigate a local place • respond to questions about how features of places can be cared for. 	



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2	<p>Impacts of technology over time Inquiry question: <i>How have changes in technology shaped our daily life?</i> In this unit, students:</p> <ul style="list-style-type: none"> • investigate continuity and change in technology used in the home, for example, in toys or household products • compare and contrast features of objects from the past and present • sequence key developments in the use of a particular object in daily life over time • pose questions about objects from the past and present • describe ways technology has impacted on peoples' lives making them different from those of previous generations • use information gathered for an investigation to develop a narrative about the past. 	<p>Present connections to places Inquiry question: <i>How are people connected to their place and other places?</i> In this unit, students:</p> <ul style="list-style-type: none"> • recognise the world as geographical divisions and the location of Australia • recognise that each place has a location on the surface of the Earth, which can be expressed using direction and location of one place from another • identify examples of places that are defined at different levels or scales, such as, personal scale, local scale, regional scale, national scale, region-of-the-world scale • understand that people are connected to their place and other places in Australia, the countries of Asia and other places across the world, and that these connections are influenced by purpose, distance and accessibility • represent connections between places by constructing maps and using symbols • examine geographical information & data to identify ways people, including Aboriginal & Torres Strait Islander people, are connected to places & factors that influence those connections • respond with ideas about why significant places should be preserved and how people can act to preserve them.
3	<p>Our unique communities Inquiry question: <i>How do people contribute to their unique communities?</i> In this unit, students:</p> <ul style="list-style-type: none"> • identify individuals, events, aspects of the past that have significance in the present • identify/ describe aspects of the community that have changed & remained the same over time • explain how and why people participate in and contribute to their communities • identify a point of view about the importance of different celebrations and commemorations to different groups • pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions • sequence information about event the lives of individuals in chronological order 	<p>Exploring places near and far Inquiry question: <i>How and why are places similar and different?</i> In this unit, students:</p> <ul style="list-style-type: none"> • identify connections between people and the characteristics of places • describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places • interpret data to identify / describe simple distributions and draw simple conclusions • record & represent data in different formats, including labelled maps using basic cartographic conventions. • explain the role of rules in the community and share their views on an issue related to rule-making <p>describe the importance of making decisions democratically and propose individual action in response to a democratic issue</p>
4	<p>Early exploration and settlement Inquiry question: <i>What were the short- and long-term effects of European settlement?</i> In this unit, students will: explore the diversity of different groups within their local community</p> <ul style="list-style-type: none"> • consider how personal identity is shaped by aspects of culture, and by the groups to which they belong • examine the purpose of laws and distinguish between rules and laws • make connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australia by the British 	<p>Sustainable use of places Inquiry question: <i>How can people use environments more sustainably?</i> In this unit, students will: explore the concept of 'place' with a focus on Africa and South America</p> <ul style="list-style-type: none"> • describe the relative location of places at a national scale • identify how places are characterised by their environments • describe characteristics of places, including types of natural vegetation & native animals • examine the interconnections between people and environment and the importance of environments to animals and people • identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places



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	<ul style="list-style-type: none"> investigate the experiences of British explorers, convicts, settlers and Australia's first peoples, and the impact colonisation had on the lives of different groups of people analyse the experiences of contact between Australia's first peoples and others, and the effects these interactions had on people and the environment draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were and continue to be affected by British colonisation and the enactment of law of terra nullius. 	<ul style="list-style-type: none"> investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste recognise the knowledge and practices of Aboriginal and Torres Strait Islander peoples in regards to places and environments propose actions for caring for the environment and meeting the needs of people. 		
5	<p>People and the environment Inquiry question: <i>How do people and environments influence one another?</i> In this unit, students will investigate:</p> <ul style="list-style-type: none"> the characteristics of places in Europe and North America and the location of their major countries in relation to Australia the human and environmental factors that influence the characteristics of places and the interconnections between people and environments the impact of human actions on the environmental characteristics of places in two countries in Europe and North America how to complete maps using cartographic conventions the language used to describe the relative location of places at a national scale how to represent and interpret data to identify simple patterns, trends, spatial distribution, infer relationships & draw conclusions. 	<p>Managing Australian communities Inquiry question: <i>How are people and environments managed in Australian communities?</i> In this unit, students will investigate:</p> <ul style="list-style-type: none"> how places are affected by the interconnection between people, places and environments the influence of people on the human characteristics of places, including how the use of space within a place is organised how laws impact on the lives of people in the present the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management environmental challenges in the form of natural hazards ways in which people respond to a geographical challenge and the possible effects of actions. 	<p>Communities in colonial Australia (1800's) Inquiry question: <i>How have individuals and groups in the colonial past contributed to the development of Australia?</i> In this unit, students will investigate:</p> <ul style="list-style-type: none"> key events related to the development of British colonies in Australia after 1800 the economic, political and social reasons for colonial developments in Australia after 1800 <ul style="list-style-type: none"> aspects of daily life for different groups of people during the colonial period in Australia the effects that colonisation had on the lives of Aboriginal peoples and on the environment significant developments and events that impacted on the development of colonial Australia, including the gold rushes and inland exploration the significance of individuals and groups in shaping the colonies, especially through inland exploration. 	<p>Participating in Australian Communities Inquiry question: <i>How have people enacted their values and perceptions about their community, other people and places, past and present?</i> In this unit, students will investigate:</p> <ul style="list-style-type: none"> the key values of Australia's liberal democratic system of government, particularly the values of freedom, equality, fairness and justice significant past developments, events, individuals and groups that impacted on the development law and democracy in Australia, particularly the Eureka Stockade and Peter Lalor representative democracy and voting processes in Australia how laws impacted on the lives of people in the past.



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6	<p>Australia in the past Inquiry question: <i>How have key figures, events and values shaped Australian society, its system of government and citizenship?</i></p> <p>In this unit, students:</p> <ul style="list-style-type: none">• examine the key figures, events and ideas that led to Australia's Federation and Constitution• recognise the contribution of individuals and groups to the development of Australian society since Federation• investigate the key institutions, people, processes of Australia's democratic legal system• locate, collect and interpret information from primary sources• sequence information about events & the lives of individuals in chronological order• present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials	<p>Australians as Global Citizens Inquiry question: <i>What does it mean to be an Australian citizen? How have experiences of democracy & citizenship differed between groups over time & place, including those from and in Asia?</i></p> <p>In this unit, students:</p> <ul style="list-style-type: none">• recognise the responsibilities of electors and representatives in Australia's democracy• consider the shared values, right and responsibilities of Australian citizenship and obligations that people may have as global citizens• identify different points of view and solutions to an issue• generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others• examine continuities and changes in the experiences of Australian democracy and citizenship, including the status and rights of ATSI Peoples, women and children• investigate stories of people who migrated to Australia since Federation• sequence information about events and represent time by creating timelines	<p>Australia in a diverse world Inquiry question: <i>How do places, people and cultures differ across the world?</i></p> <p>In this unit, students:</p> <ul style="list-style-type: none">• examine the geographical diversity of the Asia region and the location of its major countries in relation to Australia• investigate differences in the economic, demographic & social characteristics of countries across the world• consider the world's cultural diversity, including that of its indigenous peoples• identify Australia's connections with other countries• organise and represent data in large- and small-scale maps using appropriate conventions• interpret data to identify, describe and compare distributions, patterns and trends in the diverse characteristics of places• present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping communication conventions and discipline-specific terms.	<p>Making decisions to benefit my community Inquiry question: <i>How can resources be used to benefit individuals, the community and the environment?</i></p> <p>In this unit, students:</p> <ul style="list-style-type: none">• investigate a familiar community or regional economics or business issue that may affect the individual or the local community• examine how the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs• identify the effect that consumer and financial decisions can have on the individual, the broader community and the environment• recognise the reasons businesses exist and the different ways they provide goods and services• present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.
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TECHNOLOGIES		
	Semester 1	Semester 2
P	<p>Digital Technology: Handy Helpers - Program This Students describe and represent a sequence of steps and decisions (algorithms) to solve simple problems using the floor robot, Bee-Bots.</p>	<p>Design - Grow, grow, grow In this unit, students will explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating. They will design solutions for a farm to enable successful food and fibre production and make a food product from garden produce. Students will apply processes and production skills, in:</p> <ul style="list-style-type: none"> • investigating how food and fibre are grown to meet human needs • generating and developing design ideas for a functional growing environment • producing a simple drawing that represents their design • evaluating their design and presentation processes, using personal preferences • collaborating with others, managing by following sequenced steps for the project.
1	<p>Digital Technology: Handy Helpers – Everyday Digital Systems Students will recognise and explore how digital and information systems are used for particular purposes in daily life. They will explore Word on the computer as an example of digital systems.</p>	<p>Design - It's Showtime In this unit, students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a puppet with moving parts to use in a puppet show. Students will apply processes and production skills, in:</p> <ul style="list-style-type: none"> • investigating materials, technologies for shaping & joining, how designs meet people's needs • generating and developing design ideas • producing a puppet that meets the design brief • evaluating their design and production processes • working with others and sequencing the steps for the project.
2	<p>Digital Technology: Handy Helpers – Data Discoveries Students will collect, explore and sort familiar data and use digital systems to present the data creatively to convey meaning. They will work independently and with others to create and organise ideas and information, and share these with known people in safe online environments.</p>	<p>Design -Spin It Students will explore the characteristics and properties of materials and components that are used to produce designed solutions. They will design and make a spinning toy . Students will apply processes and production skills, in:</p> <ul style="list-style-type: none"> • investigating materials, technologies for shaping and joining, and how designs meet people's needs • generating and developing design ideas • producing a spinning toy that meets the design brief • evaluating their design and production processes • collaborating & managing (working with others); following sequenced steps for the project.
3	<p>Digital Technology: What digital systems do you use? Students will create a digital solution (an interactive guessing game) using the visual programming language of Scratch. Students will:</p> <ul style="list-style-type: none"> • define simple problems • design/implement digital solutions using algorithms that involve decision-making user input • explain how the solutions meet their purposes & describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes 	<p>Design - What's for Lunch? Students investigate food & fibre production & food technologies used in modern and traditional societies. They design and make a lunch item that includes modern and traditional technologies. Students apply processes and production skills, including:</p> <ul style="list-style-type: none"> • exploring traditional food and fibre production and food technologies • identifying contemporary technologies for growing food & fibre, preserving/preparing foods • generating, developing and communicating design ideas for a food product • producing by working safely with equipment & ingredients to create a food product • evaluating design ideas and processes for the product



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4	<p>Digital: What is your waste footprint? Students will explore and manipulate different types of data and transform into information. Students will:</p> <ul style="list-style-type: none"> • collect and manage data about lunch rubbish, use software to calculate their waste footprint and create an infographic that displays their data • explain how the same data sets can be represented in different ways • collect and manipulate different data when creating information and digital solutions • describe how existing information systems are used for identified needs • safely create and communicate information applying agreed ethical and social protocols. 	<p>Design: Pinball paradise Students will investigate how forces and properties of materials affect the behaviour of a product or system, make a pinball machine, & design a games environment in which it can be used. They will explore the role of people in engineering technology occupations; and how they address factors that meet client needs. Students will apply these processes and production skills to:</p> <ul style="list-style-type: none"> • investigating materials, technologies for shaping & joining, & how designs meet people's needs • generating and refining design ideas for a pinball machine and a games environment • producing a pinball machine that meets the design brief • evaluating their design and production processes • collaborating and managing by working with others and developing sequenced steps.
5	<p>Design: Design for nature Students will investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate their suitability for use. They will design a product to meet an identified need or opportunity for wildlife in their local area. Students will apply these processes and production skills:</p> <ul style="list-style-type: none"> • Investigating and defining by: <ul style="list-style-type: none"> • analysing needs and opportunities for designing • analysing technologies and design features used in wildlife management • testing tools and techniques with a range of materials • Generating and documenting design ideas for a wildlife management product • Producing and implementing a wildlife management product for an identified need • Evaluating design ideas, processes and solutions against negotiated criteria for success • Collaborating as well as working individually throughout the process • Managing by developing project plans that include resources 	<p>Digital Unit: A-maze-ing digital designs Students engage in a number of activities, including:</p> <ul style="list-style-type: none"> • investigating the functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems • following, modifying and designing algorithms that include branching and repetition • developing skills in using a visual programming language within a maze game context • working collaboratively to create a new maze game.
6		<p>Digital: Data changing our world Students will investigate how information systems meet local and community needs and will create a spreadsheet solution. Learning opportunities will include:</p> <ul style="list-style-type: none"> • exploring how community organisations collect data and present information to meet community needs • visualising data to create information that is easily understood • creating a data-driven solution that processes user input to provide information about a reading challenge.



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THE ARTS - MUSIC				
	Term 1	Term 2	Term 3	Term 4
P	<p>Sing and Play Students explore rhymes and songs as stimulus for music making. Students will:</p> <ul style="list-style-type: none"> Improvise, compose, arrange and perform music. They demonstrate aural skills Develop aural skills Sing and play instruments 	<p>Sing with Rhythm Students explore rhymes and songs as stimulus for music making with a focus on rhythmic elements. Students will:</p> <ul style="list-style-type: none"> Improvise, compose, arrange and perform music. Demonstrate aural skills Develop aural skills Sing and play instruments 	<p>Music around us Students move, sing, play games and use non-melodic, melodic percussion and hand signs to develop beat, rhythm and pitch. Students will respond to where they hear music in the world. Students will:</p> <ul style="list-style-type: none"> Communicate about the music they listen to, make and perform Improvise, compose, arrange and perform music. Demonstrate aural skills Develop aural skills Sing and play instruments Respond to music 	<p>Let's make Music Students compose rhythm patterns using Ta, Titi (consolidation) and Za. They will explore So and Me in voice and on chime bars. Students will:</p> <ul style="list-style-type: none"> Communicate about the music they listen to, make and perform. Improvise, compose, arrange and perform music. Demonstrate aural skills . Develop aural skills Sing and play instruments Create compositions & perform music
1	<p>Play and Rest Students will play a melody on the chime bars using DMS and Za. Students will:</p> <ul style="list-style-type: none"> Improvise, compose, arrange and perform music. They demonstrate aural skills Develop aural skills Sing and play instruments 	<p>So Mi La Fun Students will sing a SML melody. Students will notate a SML melody on the stave. Students will:</p> <ul style="list-style-type: none"> Improvise, compose, arrange and perform music. They demonstrate aural skills Develop aural skills Sing and play instruments 	<p>Music in our world Students will play a simple ostinato on a drum behind a sung melody. Students will respond to music in the world through class discussion and presenting to the class. Students will:</p> <ul style="list-style-type: none"> Communicate about the music they listen to, make and perform Improvise, compose, arrange and perform music. Demonstrate aural skills Develop aural skills Respond to music 	<p>Make it, write it, sing it Students will compose and notate a melody using So and Mi and La. Students will play their melody on chime bars Students will:</p> <ul style="list-style-type: none"> Communicate about the music they listen to, make and perform. Improvise, compose, arrange and perform music. Demonstrate aural skills . Develop aural skills Sing and play instruments Create compositions & perform music
2	<p>1 2 3 Students explore rhymes and songs as stimulus for music making. Students will:</p> <ul style="list-style-type: none"> Students will use melodic and rhythmic percussion in group ensembles exploring melody, ostinato, beat and dynamics. 	<p>Instruments of the orchestra Students explore rhymes and songs as stimulus for music making with a focus on rhythmic elements. Students will:</p> <ul style="list-style-type: none"> Sing and play instruments Respond to music and consider where and why people make music 	<p>Compound Composition Students use simple Compound time repertoire to create group arrangements. These arrangements explore instrumentation and dynamics.</p> <ul style="list-style-type: none"> Develop aural skills Sing and play instruments Create compositions and perform music 	<p>Canon time Students sing 2 and 3 part canons, play music games and develop analysis skills. Students will:</p> <ul style="list-style-type: none"> Develop aural skills Sing Perform music to communicate ideas to an audience.



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3	<p>This is the time Students sing, read, play and create part work using Compound repertoire including the rhythm element Taam. Students will:</p> <ul style="list-style-type: none"> • Develop aural skills • Practise singing, playing instruments and improvising music • Create, perform & record compositions • Identify intended purposes and meanings 	<p>Tikkatikka Students move, sing, and create part work using repertoire that uses simple rhythms including Tikatika. Students will:</p> <ul style="list-style-type: none"> • Develop aural skills • Practise singing, playing instruments and improvising music • Create, perform and record compositions 	<p>Ding Dong- Xylophone Students develop skills in reading notation and ensemble playing using application of melodic instruments. Students use voice and melodic percussion to explore canon, dynamics, crescendo and decrescendo and further develop Tikkatikka Students will:</p> <ul style="list-style-type: none"> • Develop aural skills • Practise singing, playing instruments and improvising music • Identify intended purposes & meanings 	<p>Louder Softer Students create and perform compositions using graphic cards, vocal sounds and rhythmic percussion. They will demonstrate knowledge of dynamics including Crescendo and Decrescendo. Students will:</p> <ul style="list-style-type: none"> • Develop aural skills • Practise singing, playing instruments and improvising music • Create, perform and record compositions
4	<p>Recorder 1 Students develop skills in reading notation, recorder technique and ensemble playing in Ternary form. Students sing, read, play on the recorder and write music using B, A, G and E notes in small group arrangements. Students will:</p> <ul style="list-style-type: none"> • Develop aural skills • Practise singing, playing instruments and improvising music • Identify intended purposes & meanings 	<p>Recorder 2 Students further develop skills in reading notation and ensemble playing using application of melodic instruments. Students will learn different parts in an ensemble including a recorder melody (using B, A, G and E) and accompaniment using melodic percussion. Students will:</p> <ul style="list-style-type: none"> • Develop aural skills • Practise singing, playing instruments 	<p>Composition- BAGE Students will compose melodies using BAGE notes and work on notating these on the staff. They will continue to experience performing different roles in an ensemble. They will respond to music they listen to and play. Students will:</p> <ul style="list-style-type: none"> • Develop aural skills • Practise singing, playing instruments and improvising music • Create, perform & record compositions • Identify intended purposes & meanings 	<p>Ukulele 1 Students learn to accompany a song on the ukulele by learning chords and strumming patterns Students will:</p> <ul style="list-style-type: none"> • Develop aural skills • Practise singing, playing instruments and improvising music
5/6	<p>Song and Improvisation Students will learn a group arrangement of a simple folk song with opportunity for improvisation. Students will:</p> <ul style="list-style-type: none"> • Explore dynamics and expression, using aural skills • Develop technical and expressive skills in singing and playing instruments • Rehearse and perform music including music they have composed 	<p>Around our diverse world Students will listen to, play and analyse music from around the world using instruments and the musical elements Students will:</p> <ul style="list-style-type: none"> • Explore dynamics and expression, using aural skills • Develop technical and expressive skills in singing and playing instruments • 	<p>Garage Band Students use GarageBand for iPad to compose music that represents a chosen mood or story. Students will:</p> <ul style="list-style-type: none"> • Explore dynamics and expression, using aural skills • Develop technical and expressive skills in singing and playing instruments • Rehearse and perform music including music they have composed 	<p>Rhythmic Rondos Students move, sing, compose and perform music working in Rondo form. Students will:</p> <ul style="list-style-type: none"> • Explore dynamics and expression, using aural skills • Develop technical and expressive skills in singing and playing instruments • Rehearse and perform music including music they have composed



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THE ARTS – Dance, Drama, Visual Art, Media		
	Semester 1	Semester 2
P	<p>Dance: Dancing characters Students make (present) dance by exploring characters in stories and rhymes as stimulus. Students will:</p> <ul style="list-style-type: none"> use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. 	<p>Drama: My Place Students make drama by exploring the school / local community / imagined places as stimulus for process drama and dramatic play. Students will</p> <ul style="list-style-type: none"> make & present drama using the elements of role, situation & focus in dramatic play & improvisation.
1	<p>Dance: Dancing characters Students make (present) dance by exploring characters in stories and rhymes as stimulus. Students will:</p> <ul style="list-style-type: none"> use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. demonstrate safe practice. <p>Visual Art: What are you Thinking? Students explore how changes in facial features, style and form communicate emotion in artworks. Students will explore the visual language of portraiture and self-portraiture in artworks. Students will:</p> <ul style="list-style-type: none"> Create and display artworks to communicate ideas to an audience. Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists. Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples. Use & experiment with different materials, techniques, technologies & processes. 	<p>Drama: My Place Students make drama by exploring the school / local community / imagined places as stimulus for process drama and dramatic play. Students will:</p> <ul style="list-style-type: none"> <u>describe</u> what happens in drama they make, perform and view. make and present drama using the elements of role, situation and focus in dramatic play and improvisation.
2	<p>Dance: Dancing characters Students make(choreograph)/respond to dance by exploring characters in stories as stimulus. Students will:</p> <ul style="list-style-type: none"> describe the effect of the elements in dance they make, perform and view and where and why people dance. use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. <p>Visual Art: Stormy Clouds Students explore how visual language can be used to communicate/ relate to mood/feelings. Students will:</p> <ul style="list-style-type: none"> explore the depiction of weather in artworks by a range of artists, including Aboriginal, Torres Strait Islander and Asian artists, and use this to develop their own artworks experiment with visual conventions (painting approaches, spatial devices) to manipulate colour and effects to communicate meaning 	<p>Media Arts: Family Stories Students explore characters and settings in media artworks inspired by a family story. Students will:</p> <ul style="list-style-type: none"> communicate about media artworks they make and view, and where and why media artworks are made. make and share media artworks using story principles, composition, sound and technologies.



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3	<p>Dance: Celebrating dance Students make and respond to dance by exploring dance used in celebrations from a range of cultures. Students will:</p> <ul style="list-style-type: none"> describe and discuss similarities and differences between dances they make, perform and view. structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or mood. <p>Visual Art: Tiny Worlds Students explore through the manipulation of visual language to represent human connections to imagined environments inspired by real places. Students will:</p> <ul style="list-style-type: none"> explore and identify purpose and meaning of visual language and symbolism in artworks by artists from different cultures who communicate relationships to environments and places experiment with visual conventions and visual language to depict personal responses and qualities of imaginary environments inspired by real places (mixed-media techniques, colour relationships - warm/cool; application of materials - harsh/gentle) collaborate, plan and create an artwork to depict an imaginary tiny world compare contemporary artworks of artists that communicate personal experience with environments and natural landforms and use art terminology to communicate meaning. 	<p>Drama: Dramatic Traditions Students make and respond to drama by exploring dramatic traditions and practices in stories of Australia (including Aboriginal drama and Torres Strait Islander drama) and Australia's neighbouring countries as stimulus. Students will:</p> <ul style="list-style-type: none"> Describe & discuss similarities & differences between drama they make, perform & view. Discuss how they and others organise the elements of drama in their drama. Use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. Collaborate to plan, make and perform drama that communicates ideas. <p>Visual Art: Kumiko and the Dragon In this unit, students will explore and compare artwork from different cultures. They will explore line, shape, warm and cool colours. Students will:</p> <ul style="list-style-type: none"> Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations
4	<p>Dance: Celebrating dance (Wakakirri) Students make and respond to dance by exploring dance used in celebrations from a range of cultures and ideas. students will:</p> <ul style="list-style-type: none"> discuss how they and others organise elements of dance in dances depending on the purpose. collaborate to make dances & perform with control, accuracy, projection and focus. 	<p>Media Arts: Persuade to protect Students explore representations of people, settings, ideas and story structure in advertising and persuasive presentations, focusing on moving images. students will:</p> <ul style="list-style-type: none"> describe & discuss similarities & differences between media artworks they make and view. They discuss how & why people use images, sound & text to make & present media artworks. Students collaborate to use story principles, time, space and technologies to make and share media artworks that communicate ideas to an audience. <p>Visual Art: Patterns in the Playground Students explore the pattern, texture and shape of their local environment. They will make, display and discuss their own and others' artworks. Students will:</p> <ul style="list-style-type: none"> explore artworks from Aboriginal artists and Torres Strait Islander artists who represent the land through symbolic pattern explore visual conventions (visual capture, textural rubbing, painting, collage) represent ideas (display / art conversations / reflections) compare artworks and use art terminology to communicate meaning.



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5	<p>Drama: Natural Disasters</p> <p>Students make drama, exploring the impact of natural disasters on communities including stories and accounts as stimulus. Students will:</p> <ul style="list-style-type: none"> work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, playbuilding and performances of devised & scripted drama for audiences. <p>Visual Art: Natural and Man Made Scapes</p> <p>Students will</p>	<p>Dance: Symmetry and dance (Wakakirri)</p> <p>Students respond to, choreograph and perform dance that uses symmetry as a stimulus to communicate a theme (meaning) in Wakakirri.</p> <p>Students will:</p> <ul style="list-style-type: none"> explain how elements of dance, choreographic devices, production elements communicate meaning in dances they make, perform & view. Structure movements in dance sequences and uses the elements of dance and choreographic devices to make dances that communicate meaning. 	
6	<ul style="list-style-type: none"> select and manipulate materials and techniques to produce a folio of artwork around varying environments (e.g. natural landscapes and city scapes). explore artworks from different social /cultural contexts, including Aboriginal and Torres Strait Islander artwork. Respond & communicate ideas / views 		<p>Media Arts: Light and Shadow</p> <p>Students will:</p> <ul style="list-style-type: none"> explain how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view. explain the purposes and audiences for media artworks made in different cultures, times and places. work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting.

Languages - Chinese				
Year	Term 1	Term 2	Term 3	Term 4
5/6	<p>How do we celebrate special days?</p> <p>Students will:</p> <ul style="list-style-type: none"> interact with others to discuss favourite celebrations (verbal and non – verbal cues) analyse and understand the systems of language participate in intercultural experiences noting similarities and differences 	<p>Who am I? What is in a name?</p> <p>Students will:</p> <ul style="list-style-type: none"> use language to introduce themselves and others convey factual information with simple statements about self and others analyse and understand the systems of language relating to script recognition and Chinese sentence structure 	<p>Who is in my family? What is family?</p> <p>Students will:</p> <ul style="list-style-type: none"> present information and respond to questions about their families listen to information about Chinese and Australian families demonstrate and identify language used to describe relationships engage with language in texts about family 	<p>Active kids How do we play?</p> <ul style="list-style-type: none"> engage with a range of texts about children’s activities in Chinese-speaking cultures compare types of games and language used in games in Chinese-speaking cultures and Australia explore language used in games



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Health and Physical Education				
Prep	You Can Do It Students will develop individual & peer confidence & resilience through the key foundations of CONFIDENCE, PERSISTENCE, ORGANISATION, GETTING ALONG EMOTIONAL RESILIENCE Water Safety		Daniel Morcombe Child Safety Curriculum Students will learn how to recognise, react & report when they are unsafe or find themselves in situations that can have a detrimental effect on their physical, psychological or emotional wellbeing. Cooperative Games	
1	A little independence Students describe physical and social changes that occur as they grow. They describe their personal strengths and achievements and discuss how these are acknowledged and celebrated. Water Safety	Good choices, healthy me Students will examine health messages related to the health benefits of physical activity, nutritious dietary intake and maintaining good personal hygiene habits to help them stay healthy. Students will describe how to keep themselves and others healthy in different situations. Athletics	We all belong Students recognise similarities and differences in individuals and groups, and recognise how strengths and achievements contribute to identity. Students identify and practise emotional responses that reflect their own and others' feelings. They practise strategies to help them and others belong. Cooperative Games	My safety, my responsibilities Students identify social changes that occur as they grow older and recognise ways they can take some responsibility for their own safety in different situations including road safety. Students practise strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task. Swimming
2	My classroom is healthy, safe and fun Students investigate the concept of what health is & the foods & activities that make them healthy. They explore opportunities in the classroom environment where healthy & safe practices can be implemented. Students identify the actions that they can apply to keep themselves and others healthy and safe in their classroom. Water Safety and Survival Skills	Our culture Students explore what shapes their own, their family and classroom's identity. They will examine similarities and differences in individual and groups and ways to include others to make them feel they belong. Students will explore the importance of celebrating who they are and respecting each other's similarities & differences. Athletics	Stay safe Students explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and identify the emotions they feel in response to safe and unsafe situations. Students consider different aspects of sun safety, & protecting their health. Cooperative Games	Message targets Students examine the purpose of advertising and the techniques used to engage children. They explore health messages seen in advertising and how they can be used to make good decisions about their own and others' health and wellbeing. Swimming
3	Being healthy, safe and active Students will investigate the concept of identity and explore how success, challenge and failure strengthen personal self – concept and identity. Water Safety and Survival Skills		Good friends Students will explore the impact of positive social interaction on self-identity. They will investigate different types of friendships and examine the qualities we look for in a friend, and responsibilities. Cooperative Games	Swimming
4	Making healthy choices Students will identify strategies to keep healthy and improve fitness. They will explore the Australian guide to healthy eating and the five food groups. Students will understand the importance of balanced diets. They will create meal plans that reflect these messages. Water Safety and Survival Skills	Culture in Australia: Positive interactions Students participate in partner and group activities to explore the communication skills of respect and empathy; and how they support positive interactions. They investigate how heritage and culture contribute to identity. Athletics	Health channels Students examine different sources of information and how to interpret these with regard to accuracy. They identify health messages and the methods they use to influence decisions. They look at smoking as a case study of how health messages change over time. Cooperative Games	Netiquette and online protocols Students examine and interpret health information about cyber safety, cyberbullying and online protocols. They describe and apply strategies that can be used in online situations that make them feel unsafe. They explore the importance of demonstrating respect & empathy in online relationships. Swimming
5/6	Health - Conflict Resolution In this unit, students will develop an understanding of how to resolve conflicts successfully and allow them to practice skills and strategies to communicate, negotiate and consolidate conflict resolution procedures. Water Safety and Survival Skills		Health – Emotional Interactions In this unit, students recognise that emotions and behaviours influence how people interact. They understand that relationships are established and maintained by applying skills. Students will identify practices that keep themselves and others safe and well. Cooperative Games	
		Athletics	Swimming	



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