

Prep – 6 Curriculum Handbook



The Lakes
SOUTH MORANG
COLLEGE

Teaching and Learning Overview

What do we teach?

The curriculum program is underpinned by the Victorian Curriculum from Prep to Year 9. This provides a single, coherent and comprehensive set of prescribed content and common achievement standards which are used to plan student learning programs, assess student progress and report to parents. The unit planning addresses the disciplines of English, Maths, Humanities (History, Economics, Geography, Civics & Citizenship), Science, Health and Physical Education, Languages (Auslan) Design and Digital Technology and The Arts (Music, Dance, Drama, Media, Visual Arts, Visual Communication).

As a school, we are committed to integrating curriculum Domains to allow for an Inquiry approach towards effective and engaging teaching and learning. The Inquiry process allows many curricular areas and general capabilities to be immersed into the teaching and learning program. The Teaching and Learning Framework and the Pedagogical Model underpin the framework of what we teach and how we address teaching and learning within our learning spaces and year level cohorts.

Our teaching practice is built on a value system that incorporates our core values of Respect, Teamwork, Leadership and Learning that permeate the school culture. The knowledge, skills and conceptual understandings that underpin the learning outcomes are carefully scaffolded by genuine and trusting relationships harnessed through a range of personal and social development programs and a deeper understanding in restorative practices which value diversity and individuality.* *See Curriculum Breakdown next page.*

How do we teach?

Effective teaching is the single biggest determinant of student improvement in the school. Teachers not only have a direct impact on student achievement but also student engagement and motivation for learning. What teachers do in the classroom and how they interact with students is vital.

The Lakes South Morang College has a continuous focus on student learning with clearly articulated and implemented curriculum outlines and processes. The utilization of flexible practices maximizes the strengths of individual staff members as a collective whole.

Differentiation of student learning tasks is imperative and the allocation of student groups and explicit programs is determined by accurate student data and team moderation. Approaches, groupings, intervention and extension are fluid and responsive, based on ongoing, real time assessment of student growth in all areas. It is the intention of each team to maximize the use of the school facilities, in particular the usage of digital technologies and ICT resources. As part of the Teaching and Learning Framework and the HITS models, the demand for high expectations and the implementation of Higher Order Thinking skills and strategies from P - 9 across all domains lead to the achievement of improved student outcomes. Through the allocation of targeted Professional Development, access to immediate student data via Sentral and Professional Learning Teams (PLT), The Lakes has developed a shared understanding of best practices that improve teaching strategies, teacher capacity and what reduces the barriers to learning.

We cater for all students through provision of extension Academies and Enhancement programs (Young Einstein's, EXTEND, MAD, Fast Track and SANE) and intervention programs (focussed teaching groups, oral language, Individual Learning Programs); targeted programs are developed to meet the individual interests, needs and talents of our students.

Student voice and negotiated tasks in various areas of the curriculum supports student engagement and the development of curiosity and inquiry. A positive, respectful and collaborative approach towards teaching and learning provides a strong framework for how we teach.

Teaching and Learning Overview

How do we know our students are learning?

Assessment is used to provide an ongoing, 'real time' picture of each individual student and cohort. The tracking and monitoring of student outcomes is vital to informing purposeful teaching and allowing for student progress and scaffolded learning. Teaching staff at The Lakes South Morang College collect ongoing data in a variety of forms; these include pre and post-tests, rubrics, student performance and presentation. Mid and end of year Victorian Curriculum data is tracked and student groupings, topics and tasks are often realigned based on this information. School-wide timetables and meeting schedules that ensure teachers meet fortnightly within PLT's and through regular campus and/or whole school professional development to analyse and interpret a range of data successfully and consider adjustment to teaching plans. This is undertaken with the goals and outcomes for student learning contained within the strategic plan and AIP as the overarching purpose. All individual student learning requirements are tracked using a range of tools applicable to their identified learning needs including funded, Indigenous and identified 'at risk' or 'extension students' in a range of areas. All teaching staff are required to regularly monitor student learning outcomes using a range of formative, summative and benchmark tools. This data forms the basis of student feedback and goal setting, formal Victorian Curriculum Reporting to parents and school wide data analysis.

Students are able to set goals and reflect on their outcomes and at times, renegotiate their own learning goals and targets to achieve success. The use of Essential Assessment, On Demand testing, pre and post testing, English and Maths online interviews and PAT Literacy Testing gives staff an instant and clear picture of student progress and achievement supporting 'the next step'.

The Attitude to School Survey provides data on student engagement and gives staff a clear picture of their cohort and the NAPLAN results provides an overall snapshot of student learning as compared to National standards.

The data collected about the achievements of past students highlights that the foundational learning that happens at The Lakes places students in good stead to be successful in senior secondary and tertiary education, or within the workforce.

How do we provide feedback to our students and families on learning progress?

Feedback to students is ongoing. It is the focal point for continuous learning. By involving students in discussion centred around rubrics, video analysis, test results negotiation of learning tasks future goal setting are maximised.

The Lakes South Morang College provides continuous feedback to families in a variety of forms. Meet and Greet sessions are held at the beginning of each year and student progress reports together with interviews are provided at the end of Term 1, 2 and 3. End of semester written reports are provided at the end of Terms 2 and 4. Individual SSG meetings, best interest/care team meetings, KELPS, ILP's, ABLES reports are scheduled to meet individual need. Celebration of Learning Events are held across P-9 to allow for students to highlight their learning and progress in the form of: an Art Expo, Song and Dance Nights, Inquiry, Humanities and Science Exhibitions, a Whole School Production and the term school publication.

Student and cohort information is constantly uploaded on the website and Sentral and is highlighted in the weekly newsletter. Individual student success is also celebrated as part of the weekly assemblies on Early Years or the end of term assemblies on Middle Years. An annual awards ceremony celebrating excellence across the Multiple Intelligences is held in December each year.

Teaching and Learning Overview

Curriculum Breakdown

The following table outlines the number of sessions taught at each year level across P-6. All sessions are 60 minutes in length.

Year Level	P	1&2	3&4		5 / 6	5	6
English	10		11	11		10	10
Mathematics	5	6	6	6		6	6
Humanities & Science (Inquiry)	4	3				3	3
SEL—Social and emotional learning	1				Personal Learning	1	1
HPE	1				Physical Ed	1	1
					Health/Sport	2	2
The Arts Performing Visual	2			1	Music/Dance/Drama VisArt/ Media	1	1
Technology				1	Design Tech Digital Tech	1	1

The Lakes South Morang College is excited to offer curriculum specific learning academies and extension programs for our students.

MAD - Music and Dance Academy

5/6 MAD

Students participate in high-level musical theory studies to develop technique and understanding of contemporary music. They rehearse in small groups and individually. Musicians continue to learn and use music vocabulary, the elements of music and composition to further develop their practice. Students participate in choreography workshops to develop dance technique and learn to use dance specific vocabulary. Students work on ensemble pieces to perform at school events such as Dance Showcase, Song, Dance and Drama Night and Production. Students also study the elements of drama and participate in a range of improvisation activities.

Early Years Instrumental Music

The Lakes Instrumental Music Program allows students to study a musical instrument outside of regular classroom music classes. Students can choose to learn drum kit, vocals, guitar, bass guitar, keyboard, saxophone or violin.

Over the semester, a student can be expected to cover a range of musical knowledge specific to their instrument. This can include: Major/Minor scales, Major/Minor chords, sight reading, rudiments, correct posture, bowing, correct breathing when playing, pitch control, strumming patterns, dynamic studies and performance etiquette.

SANE

Young Einsteins

Young Einsteins is an invitation only extension program offered to the highest achieving students in the Maths and Science areas in Years 3 and 4. Students are engaged in a variety of scientific investigations and hands on experiments linked to their areas of study as well as researching a variety of guided and self-designed questions. Students explore the role of science in our everyday lives. They investigate the importance and contribution of famous scientists to our current understanding of the world. Students share their learning with their peers and lead Science Week activities.

Year 5/6 Semester 1

During Semester One, students study will study Physics. Through investigation, they develop an understanding of the properties of light and the visible frequencies of the electromagnetic spectrum. Students will explore the science of push and pull forces and their associated real world applications in the form of pneumatics and hydraulics.

Year 5/6 Semester 2

During Semester Two, SANE students will explore an area of science of their choice. They undertake investigations into real life problems or issues related to their topic and apply STEM skills (Science, Technology, Engineering and Mathematics) in order to come up with and design solutions to these problems. Imagine balloons

Immersion Programs

The Lakes South Morang P- 9 School integrates aspects of the curriculum continuously in their daily teaching and learning programs.

Auslan

In Prep – Year 6 the program takes the form of an immersion model as an “Auslan in the mainstream” approach.

The program is structured so that signing can take place any time of the day and in any way appropriate. Teachers plan for the signs they would like to incorporate into their daily program, allowing students to develop a culture of authentic communication with both verbal and signed speech. Strong links are made between Auslan, Inquiry and literacy.

English as an Additional Language (EAL)

Students who are learning English as a language in addition to their home language follow an individual pathway of development in learning English which progresses along a developmental continuum. The continuum commences at an early stage where students are exposed to the English language and progresses through to students competently using English language skills.

Students have targeted English language teaching and extra time, support and exposure to English. Programs are delivered in class with a strong oral and visual focus. Teachers relate the students’ experiences and cultural background to their English learning to foster relevance and engagement. Some students also need to learn new cultural understandings, in both the educational context and in the wider community.

Foundation to Year 2 students are assessed against Stages A1 and A2 of the continuum.

Year 3 to Year 6 students are assessed against Stages BL, B1, B2 and B3 of the continuum.

Year 7 to Year 10 students are assessed against Stages SL, S1, S2, S3 and S4 of the continuum.

Within these stages, students build on reading, writing and speaking & listening skills. These skills focus on four aspects;

Texts and responses to texts

Cultural conventions of language

Linguistic structures and features

Maintaining and negotiating communication

Prep Program —Semester 1

English

Students focus on establishing the foundation for English learning by developing skills in reading, writing and speaking and listening. Students participate in a wide variety of experiences, building confidence and knowledge in all areas of literacy. They learn the letters of the alphabet, including corresponding sounds, and work towards applying this knowledge to reading and writing tasks. Through shared book experiences and individual literacy activities, students practise appropriate strategies, continuing to build on their reading and writing skills. They are encouraged to participate in small group and whole group discussions, sharing their ideas and reflecting on their learning.

Mathematics

Students continue to develop a range of number concepts. They explore numbers and practise counting from various starting points. Students order numbers from smallest to largest and make corresponding sets up to 20. Students create and copy patterns using shapes, objects and pictures. They sort and classify common two dimensional shapes such as squares, rectangles, circles and triangles and recognise three dimensional objects in the environment. Students order the days of the week and describe events which occur during the day and night. They continue to explore maths in real life contexts, applying their knowledge and understandings to a range of learning experiences.

Humanities & Science - Inquiry

Students explore the topics 'Me in My World' and 'Looking after Myself and Others'. These units focus on the themes of belonging and student wellbeing. During these units, students reflect on own self, family and others in their local community. The school's core values are introduced and explored through role-play and real life situations. The values provide a strong foundation for the units and assist with developing students' sense of belonging and being a responsible and caring citizen in both the school and wider community. They are supported to develop an awareness of their own personal wellbeing and apply this understanding to their interactions with others.

Health and Physical Education

Students practise fundamental movement skills and movement sequences using different body parts in outdoor and indoor settings. In addition to movement skills, they begin to develop their throwing and catching skills. Students learn to follow rules such as stopping on the whistle and listening to teacher instructions. They participate in partner and group activities to develop an understanding of cooperation. Students have an opportunity to identify and improve their personal strengths and reflect on their emotional responses to various games and activities.

Prep Program —Semester 1

The Arts

Music/ Dance & Drama

Students explore sound through movement, singing, dance, percussion instruments, drawing and drama. They begin to learn about the essential elements of music making including beat, rhythm, pitch and tempo, and use instruments to create music. They respond to music and explore feelings through dance, movement and song. Students learn how to prepare and perform for an audience, and have opportunities to share their skills during a range of events within our school community.

Visual Arts

Students focus on developing various techniques through the Visual Arts elements of line, colour, shape, texture, value and space. They observe techniques used by artists from a range of social and historical contexts and plan and create their own visual art works. Students participate in the areas of drawing, collage, painting, textiles and construction. They use ideas and concepts taken from themes and visual stimuli from a range of cultures and social contexts to explore, create and express their ideas.

Media Arts

Students focus on developing various techniques through the Media Arts elements of representation, languages, technologies, institutions and audiences. They observe techniques and ideas of media artists from a range of historical and social contexts. Students will plan and create their own media artworks using story principles. They create such media artworks as photo stories, still photographs and animations.

Prep Program —Semester 2

English

Students continue to develop their skills in all areas of English by participating in a wide variety of literacy experiences. Students identify and record sounds in words when writing and begin to apply simple punctuation when creating sentences. They practise forming letters correctly, focusing on the shape, size, entry and exit points. Through shared, guided and individual book experiences, students gain knowledge of a wide variety of reading strategies and apply these skills when decoding texts and gaining meaning. Students are encouraged to contribute to whole group discussions and given opportunities to ask questions. They are directed to use spoken language appropriately when sharing work and reflecting on their learning.

Mathematics

Students continue to build on number concepts including counting, comparing and forming sets of objects. They model addition and sharing using hands-on materials and pictorial representations. Students explain or demonstrate how an answer was obtained, applying a range of strategies. They explore a range of informal measurement and explain reasoning in everyday language. Students describe position and movement including giving and following simple directions. They collect and represent information in simple data displays and answer questions related to the information presented. Students represent simple, everyday financial situations by using toy money to pay for goods in play situations.

Humanities & Science - Inquiry

Students explore the topics of 'Terrific Toys' and 'Fun on the Farm'. They study the basic needs of living things through farm animals including chickens and plant growth. Students look at a variety of farms and compare differences and similarities. They investigate a variety of toys and their purpose in the past and present. They discover how toys move, how they are powered and the materials used in their construction. They are given opportunities to use their imagination and creativity, making links with their learning. Students attempt small projects and reflect on themselves as learners. They are encouraged to solve problems both independently and collaboratively.

Health and Physical Education

Students explore how regular physical activity keeps them fit and healthy. They learn the importance of following rules to ensure safety to themselves and others when participating in games and activities. Students begin to develop an understanding of physical changes to their bodies as they grow and develop. They participate in movement challenges, describing how their body moves in relation to effort, space and time. Students continue to practise a range of fundamental skills using different body parts.

Prep Program —Semester 2

The Arts

Music/ Dance / Drama

Students begin learning basic drama practices to build their ability to use voice, body movement and facial expression to communicate ideas and stories. They use the world around them to inspire dramatic responses and rehearse and perform pieces with their peers. Students will learn short dance routines, rehearse and also perform using some of the fundamental elements of dance. They will develop listening skills, beat, and coordination to express themselves through movement in response to music from different communities.

Visual Arts

Students focus on developing various techniques through the Visual Arts elements of line, colour, shape, texture, value and space. They observe techniques used by artists from a range of social and historical contexts and plan and create their own visual art works. Students participate in the areas of drawing, collage, painting, textiles and construction. They use ideas and concepts taken from themes and visual stimuli from a range of cultures and social contexts to explore, create and express their ideas.

Media Arts

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Year 1 Program — Semester 1

English

Students work with various texts to develop a range of skills to enable them to become independent readers and writers. Through shared book experiences and guided reading sessions, students continue to develop and build on a range of reading strategies and skills. They begin to apply this knowledge independently when decoding unknown words and developing meaning from texts. Students explore various writing styles and their purposes. They continue to practise a range of spelling strategies to assist with their writing. Students are encouraged to speak and listen in ways that promote effective communication. They share their thoughts and ideas during whole group discussions and are encouraged to ask questions.

Mathematics

Students continue to develop a range of number concepts. They explore numbers to 100 and practise counting from various starting points. They develop their knowledge of number facts and strategies to solve addition and subtraction problems, and are encouraged to verbalise their understandings. They draw common shapes such as squares, rectangles, circles and triangles and learn to recognise cubes and spheres. Students explore shapes by classifying and sorting them based on their characteristics. They order the days of the week and use clocks to tell the time to the nearest hour. The students recognise, describe and order Australian coins according to their value.

Humanities & Science—Inquiry

Students explore and learn to identify different bugs in our local environment as part of the 'School yard Safari' unit. They further investigate how bugs impact on our environment, including plants and other animals, as they examine their unique habitats. In the unit, 'We Are the Same but Different', students identify different groups to which they, their family members and their class members belong. They begin to appreciate the similarities and differences between individuals and groups, including the language and culture which make up the Australian nation.

Health & Physical Education

Students focus on a range of fundamental skills including throwing, bouncing, leaping and dodging. They learn the importance of rules and fair play when participating in Physical Education. Students are given opportunities to work in groups and develop a range of skills when interacting with their peers. They discuss their emotional responses to a variety of situations and talk about strategies to assist them when faced with a challenge.

Year 1 Program — Semester 1

The Arts

Music/ Dance / Drama

Students explore the fundamental skills of music making. They respond to and create music using dance, movement, singing and playing instruments. Students develop music skills including beat, pitch, rhythm, tempo and dynamics. They explore the use of traditional and invented notations to read, play and describe the pattern of sounds in music. They learn basic performance skills and prepare for performances within our school community.

Visual Arts

Students focus on developing various techniques through the Visual Arts elements of line, colour, shape, texture, value and space. They observe techniques used by artists from a range of social and historical contexts and plan and create their own visual art works. Students participate in the areas of drawing, collage, painting, textiles and construction. They use ideas and concepts taken from themes and visual stimuli from a range of cultures and social contexts to explore, create and express their ideas.

Media Arts

Students focus on developing various techniques through the Media Arts elements of representation, languages, technologies, institutions and audiences. They observe techniques and ideas of media artists from a range of historical and social contexts. Students will plan and create their own media artworks using story principles. They create such media artworks as photo stories, still photographs and animations.

Year 1 Program — Semester 2

English

Students work with various texts to develop skills to become independent readers. They continue to develop their knowledge of high frequency words, reading strategies and comprehension skills. Students are exposed to a variety of different writing styles and their purposes. They continue to practise their handwriting skills, including correct letter formation, shape and size. Students are supported to use punctuation when writing and develop their editing skills. They participate in a variety of speaking and listening activities to build confidence when sharing their ideas with others. Students are encouraged to ask questions and reflect on their learning during share time.

Mathematics

Students continue to work with numbers to 100 and develop a range of mathematical concepts. They build on their knowledge of number facts to develop automatic recall and number strategies to assist with solving addition and subtraction problems. Students represent and interpret a range of data using graphs and develop their understanding of chance involving everyday events. They are provided with opportunities to participate in problem solving activities, applying their knowledge to games and real life situations. The students explore measurement, including developing appropriate vocabulary, and participate in a range of hands on activities using informal measures and tell the time to the half hour.

Humanities & Science—Inquiry

In the unit 'Where Do I Fit In?' students look at past and present life with a specific focus on family. Students learn about similarities and differences in family life by comparing the present with the past. They begin to explore the links and the changes that have occurred over time, including the changes in technology and food. In the unit, 'What's It Made Of?', students look at the properties of materials including wood, metal, plastic and paper. They identify the different uses for these materials and their different purposes. Students participate in a range of experiments and share their findings and discoveries.

Health and Physical Education

Students continue to develop fundamental skills in outdoor and indoor settings. Throwing and catching remains a focus and they participate in activities focussed on a range of movements including dodging and running. They discuss the body's reaction when participating in physical activity for example, body temperature and sweat. Students explore ways to make the classroom healthy, safe and active and discuss strategies that promote inclusiveness and fair play.

Year 1 Program — Semester 2

The Arts

Music/ Dance / Drama

Students develop their understanding of the elements of music by analysing and responding to a variety of musical styles from various cultures. They use this knowledge to create short compositions express particular themes, feelings and stories. Students can name and demonstrate the essential elements of music including rhythm, pitch, tempo, dynamics and beat. They develop their ability to read, write and play basic music notation. They identify the qualities of good performers and apply these skills to their performances within the school community.

Visual Arts

Students focus on developing various techniques through the Visual Arts elements of line, colour, shape, texture, value and space. They observe techniques used by artists from a range of social and historical contexts and plan and create their own visual art works. Students participate in the areas of drawing, collage, painting, textiles and construction. They use ideas and concepts taken from themes and visual stimuli from a range of cultures and social contexts to explore, create and express their ideas.

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Year 2 Program—Semester 1

English

Students read a variety of texts utilising a range of strategies including visual and structural cues to assist with decoding and understanding. They continue to develop comprehension skills and build on their vocabulary. Students use their own experiences to help them write about familiar topics. They create plans for their writing pieces and edit their work prior to publishing. Students are provided with opportunities to present to their peers to develop confidence when speaking to an audience.

Mathematics

Students undertake a range of hands on activities as part of their Mathematics curriculum. They work with numbers to 500 and count by 1s, 2s, 5s and 10s from various starting points. Students are introduced to a variety of strategies to solve one and two digit addition and subtraction problems. They count and order small collections of Australian coins and notes according to their value. They are encouraged to recognise the attributes of familiar 2D shapes and apply this knowledge to 3D. They explore length and area using informal units as well as identify statistics and probability through mathematical activities related to real life experiences.

Inquiry

In Semester One, students participate in an Inquiry topic called 'Back to the Future'. The students explore how the local area has changed over time and how the changes in the geography of their local area and its rich history, have affected our lives and living today. They study our local area by visiting local historical sites and comparing them to the area today. Students also look at how technology has changed over time. They describe the purpose of familiar designed items and how they meet the needs of their users and affect others and environments.

Health and Physical Education

Students look at food choices, levels of physical activity and promoting good health. They participate in movement challenges and propose a range of alternatives, testing their effectiveness. Students work in team situations and build skills when interacting and communicating with others. They describe their own and the strengths and achievements of their peers and discuss how this contributes to good sportsmanship and teamwork. Students continue to practise and perform fundamental skills in different situations.

Year 2 Program—Semester 1

The Arts

Music/ Dance / Drama

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Year 2 Program—Semester 2

English

Students read various texts independently, focusing on the meaning of the story, and utilising both visual and structural clues. The students continue to be exposed to a variety of reading strategies to assist them with decoding unfamiliar words. Through modelled, shared and independent writing, students learn various writing styles and develop an understanding of their purpose. When creating a piece of writing, students are supported to use appropriate structure and specific language. They become familiar with a range of punctuation and begin to use it appropriately throughout their written pieces. Students apply editing skills when rereading their work prior to publishing. The students are encouraged to use spoken language appropriately when sharing their work, responding to questions and reflecting on their learning.

Mathematics

Students continue to develop a range of mathematical concepts and strategies, using hands on activities to support their learning to effectively solve problems. Students revise number facts for addition and subtraction, and practise automatic recall to develop efficient mental strategies for computation. They recognise multiplication as repeated addition and 'groups of'. Students participate in a range of activities to build their understanding on the concept of division. They extend their learning of fractions to include modelling of halves, quarters and eighths of a whole. Students collect data and represent their findings in a range of graphs. In Measurement and Geometry, students learn about maps and interpreting representations of physical features. They compare and order objects based on volume and capacity using informal units and explore masses of objects using balance scales.

Inquiry

During Semester Two, students observe patterns of growth and change in living things throughout the unit 'Watch It Grow'. They begin to recognise the importance of healthy foods and consolidate their understanding of what living things need to grow. Students also explore the topic of "Push and Pull". Through research and experiments, students investigate push and pull forces and how we use them in everyday life. They participate in activities where push and pull forces are applied on land, in the air and in water.

Health and Physical Education

Students continue to practise fundamental skills in different situations. These skills include punting, throwing and striking. They incorporate elements of effort, space, time, objects, and people in performing simple movement sequences. Students create and participate in games and construct and perform imaginative and original movement sequences. They practise and analyse strategies they can use when they need help with a task, problem or situation.

Year 2 Program—Semester 2

The Arts

Music / Dance / Drama

Students develop drama practices to gain an understanding of the ways they can use their voice, and body to communicate ideas and stories from the world around them. Students will learn short dance routines, and build upon the fundamental skills of dance and movement. They use this knowledge to create short improvised or rehearsed plays and dances that express particular themes, feelings and stories.

Visual Art / Media

Students apply and develop their artistic knowledge by exploring various artistic processes and the works of famous artists. Through the use of various materials, media and equipment, students develop skills, techniques and processes in drawing, collage, painting and construction. They have an understanding and an awareness of a range of art elements and principles. Students begin to evaluate and refine their work in response to feedback.

Year 3 Program—Semester 1

English

Students read a range of texts including fiction and non-fiction. They continue to develop various comprehension strategies such as making predictions, asking questions throughout the reading process and making connections with the text. Students work with various texts within guided reading groups. Throughout the week, students work within a small focused teaching group to develop their reading skills and understanding of what they have read. They continue to consolidate a range of writing styles including recounts, narratives and persuasive texts. Through both modelled and shared writing experiences, students learn about specific text features and key language associated with different text types. Explicit spelling and handwriting activities are embedded throughout the program to develop the necessary skills to become confident spellers and writers.

Mathematics

Students explore and model place value to tens of thousands and explore various number and skip counting patterns. They further develop mental strategies to solve addition, subtraction, multiplication and division algorithms. Students are encouraged to apply problem solving strategies to solve worded problems in everyday contexts. They use a calculator to check the accuracy of their solutions. Students explore mass and capacity using formal measurements such as grams, kilograms and litres. They learn to tell the time to the nearest minute using an analogue and digital clock. Students conduct surveys to collect data, then organise and create graphs to display results. They study aspects of location, giving directions to follow maps and using simple grids to show position.

Inquiry

In the unit 'How is Australia different to other countries?' Students investigate the differences between Australia and other countries, including South America and Africa. Students will explore differences in day and night time in coherence with Australia's position on the globe. They will research the states as well as a selected Australian animal, building on what makes Australia unique. Students will demonstrate their skills working collaboratively to develop their own nation including elements such as; its location, climate, anthem and emblem.

Health and Physical Education

Students discuss strategies that make the school environment a healthy, safe and active place to be. They practise and develop fundamental skills in different movement situations including the bounce, dodge and kick. Students investigate how their emotional responses vary in different situations. They adopt inclusive practices when participating in physical activities, through individual and team orientated challenges. Students apply innovative and creative thinking when adjusting rules and creating their own game.

Year 3 Program—Semester 1

The Arts

Music /Dance /Drama

Students build on their knowledge of the elements of music by performing and presenting different styles of music. They listen to music from different cultures and analyse it using their understanding of beat, rhythm, tempo and dynamics. They develop their ability to compose and notate their own rhythms. Students look at music's message, intended audience and purpose. They practice and refine performance pieces in preparation for public performances within the school community.

Visual Arts

Students focus on developing various techniques through the Visual Arts elements of line, colour, shape, texture, value and space. They observe techniques used by artists from a range of social and historical contexts and plan and create their own visual art works. Students participate in the areas of drawing, collage, painting, textiles and construction. They use ideas and concepts taken from themes and visual stimuli from a range of cultures and social contexts to explore, create and express their ideas.

Media Arts

Students focus on developing various techniques through the Media Arts elements of representation, languages, technologies, institutions and audiences. They observe techniques and ideas of media artists from a range of historical and social contexts. Students will plan and create their own media artworks using story principles. They create such media artworks as photo stories, still photographs and animations

Year 3 Program—Semester 2

English

Students continue to develop a range of reading strategies and comprehension skills such as analysing the author's purpose, recognising cause-and-effect relationships and comparing and contrasting within and between texts. They review various texts and engage in guided, collaborative and independent activities to build on a range of proficiencies. In Writing, students continue to establish a range of writing styles including reports, expositions, narratives and procedures. Through shared, modelled and independent writing, students consolidate their understanding of the text features and key language associated for each text type. Explicit spelling and handwriting activities are embedded throughout the program to build on students' language and writing skills.

Mathematics

Students continue to develop their mathematical understanding across the curriculum. They continue to consolidate their use of mental strategies to solve addition, subtraction, multiplication and division problems. Students estimate answers for addition and subtraction problems and then use written strategies to solve them. They use calculators to check their answers and mathematical software to explore various concepts. Students are further developing their understanding of money and calculating change. They undertake a range of activities to build on their understanding of fractions. They explore the features of two and three dimensional shapes and identify angles in everyday situations. Students conduct chance experiments, identifying and describing possible outcomes. They also explore evidence of symmetry in their environment. Students also undertake a range of activities to develop their understanding of using formal measurement in length.

Inquiry

In the unit 'Rules, Laws and Consequences.' Students investigate what is the difference between rules and laws and why are they important within our community. Students design and create a board game. They investigate what a community is and what their place and role is in our local community and school community throughout the unit 'Our community and environment.' Students explore the concept of how does reducing, reusing and recycling waste make a difference to our community? Students focus on our school community and work in small groups to problem solve and find possible solutions to make a positive impact on the environment within our school.

Health and Physical Education

Students examine the benefits of physical activity and physical fitness to health and wellbeing. They continue to practise fundamental skills in a number of contexts including the punt and strike. Students apply basic rules, scoring systems and demonstrate fair play when participating in games sense activities. They participate in a bike education program to develop bike awareness, safety and riding skills. Students continue to adopt inclusive practices when participating in physical activities.

Year 3 Program—Semester 2

The Arts

Music / Dance / Drama

Students build on drama and dance practices by studying dance and drama from different cultures and times. They continue to develop the fundamental techniques used to create engaging drama and dance pieces for both improvised and rehearsed pieces. Students look at the message presented in dance and drama, and apply this to their own group pieces. They practice and refine performance pieces in preparation for public performances within the school community.

Visual Arts

Students focus on developing various techniques through the Visual Arts elements of line, colour, shape, texture, value and space. They observe techniques used by artists from a range of social and historical contexts and plan and create their own visual art works. Students participate in the areas of drawing, collage, painting, textiles and construction. They use ideas and concepts taken from themes and visual stimuli from a range of cultures and social contexts to explore, create and express their ideas.

Media Arts

Students focus on developing various techniques through the Media Arts elements of representation, languages, technologies, institutions and audiences. They observe techniques and ideas of media artists from a range of historical and social contexts. Students will plan and create their own media artworks using story principles. They create such media artworks as photo stories, still photographs and animations

Year 4 Program—Semester 1

English

Students read a range of texts including fiction and non-fiction in both print and electronic forms. Through discussion and a variety of written tasks, students develop their understanding of plot and author's purpose. They continue to develop various comprehension skills to ensure they are reading for meaning and understanding. Students establish a range of writing styles and their purposes, including text specific vocabulary. They plan, draft and publish a range of imaginative and informative texts and use editing skills to check and enhance their pieces. Spelling continues to be a major focus with students applying a range of spelling rules to assist with spelling more difficult words and using dictionaries and thesauruses. Students share their own ideas and listen to the opinions of others. During impromptu and planned situations, they learn how to present to an audience, using appropriate body language and voice projection.

Mathematics

Students investigate number concepts that include place value to tens of thousands, number patterns and counting. They consolidate their understanding of how to solve calculations involving the four operations using mental and written strategies. They use digital technologies, such as a calculator, to check the accuracy of mental and written estimations and solutions to simple number sentences and equations. Students investigate constructing figures by combining and splitting common two dimensional shapes, constructing tessellating patterns and naming angles. They work on aspects of volume, capacity and temperature using these in open ended tasks and problem solving activities. Students conduct surveys, representing and interpreting the data in various formats.

Inquiry

During the 'Investigating Materials' unit, students develop an understanding of the types of materials used in modern society. They learn that natural and processed materials have a range of physical properties and these properties influence how they are used. They investigate how, and why, certain materials are used for particular purposes. As part of their tasks, the students complete a range of hands-on experiments/investigations and evaluate their findings. The students investigate, design and create their own lunchbox by applying their scientific knowledge.

Digi Tech

Students are introduced to the concepts surrounding the use of multimedia to create animations. Students investigated what key concepts and techniques are used in making animations successful by analysing examples. They will investigate the process of creating stop go animations. They will develop their own characters, setting, and a narrative in order to produce their own animation. Students will use iPads to create their own animations and present to their fellow students.

Year 4 Program—Semester 1

Health and Physical Education

Students practise and refine fundamental skills through participating in a range of sports. They focus on working cooperatively and following rules fairly. Students apply basic rules and scoring systems and discuss being a fair participant. They focus on transferring understanding from previous movement experiences to new concepts and challenges. Students explore the benefits of being fit and physically active and connections they have to their community to improve health and wellbeing.

The Arts

Music / Dance/ Drama

Students use their knowledge of the elements of music to analyse, create and perform. They express musical concepts on a variety of tuned and percussion instruments as well as through dance, song and drama. Students build upon the essential musical skills they have developed to improvise, compose, rehearse, read and perform music for a particular purpose, audience or theme. They value a variety of cultural musical styles and analyse the importance of storytelling and themes in music. Students engage in theatre studies and gain an understanding of how to prepare for a show. They refine performance pieces by rehearsing and critiquing their own and each other's work. They apply their expressive skills for public performances within the school community.

Visual Arts

Students focus on developing various techniques through the Visual Arts elements of line, colour, shape, texture, value and space. They observe techniques used by artists from a range of social and historical contexts and plan and create their own visual art works. Students participate in the areas of drawing, collage, painting, textiles and construction. They use ideas and concepts taken from themes and visual stimuli from a range of cultures and social contexts to explore, create and express their ideas.

Media Arts

Students focus on developing various techniques through the Media Arts elements of representation, languages, technologies, institutions and audiences. They observe techniques and ideas of media artists from a range of historical and social contexts. Students will plan and create their own media artworks using story principles. They create such media artworks as photo stories, still photographs and animations

Year 4 Program—Semester 2

English

Students read more critically and extend their understanding of different texts and their meanings including, the author's purpose. They produce a variety of written texts including narratives, information reports and persuasive texts, and use vocabulary that is specific and sentences that are well structured and grammatically correct. Students continue to develop their vocabulary through a range of activities and use dictionaries to check spelling and thesauruses to enhance their written pieces. They plan and revise their writing and publish their work using ipads, utilising a range of word processing skills. Students develop their speaking and listening and are provided with opportunities to present to an audience. They practise how to project their voice and use appropriate body language. Students also participate in discussions, and learn to express their opinions and listen to others.

Mathematics

Students continue to focus on the four processes of addition, subtraction, multiplication and division. They continue to learn how to solve multiplication and division problems and complete open ended tasks in these areas. Students use money to carry out financial purchases using addition, subtraction and calculating change. Students continue to use a four-function calculator to check the accuracy of mental and written estimations, approximations and solutions to number equations and worded problems. They strengthen their understanding of equivalent fractions and decimal place value to hundredths. Students explore length, area and mass using formal measurements. They convert between units of time and solve simple time problems. Students study aspects of location particularly giving directions, reading maps, using scales and legends. They interpret the chance of everyday events occurring.

Inquiry

Students explore the concept of nation, culture and identity in Australia during the unit 'Our Place, Our Country'. They look closely at Indigenous cultures and how they lived in Australia before European arrival. In the unit 'First Fleet – First Contact', students learn the significance of key events leading up to British Colonisation. They investigate the discovery and exploration of Australia, the effect of colonisation on Aboriginal culture, the journey to Australia by the convicts and the establishment of the colonies. Through a variety of hands-on and research activities, students compare what life was like in the late 18th century and prior to European arrival.

Health and Physical Education

Students continue to practise fundamental skills and discuss and apply strategies that demonstrate leadership and cooperation. They begin to evaluate their own and the performance of others and the impact it may have on a successful outcome. Students participate in a bike education program to develop bike awareness, safety and riding skills. They explore strategies to manage physical, social and emotional change including positive self-worth.

Year 4 Program—Semester 2

The Arts

Music / Dance / Drama

Students use their knowledge of the elements of music to analyse, create and perform. They express musical concepts on a variety of tuned and percussion instruments as well as through dance, song and drama. Students build upon the essential musical skills they have developed to improvise, compose, rehearse, read and perform music for a particular purpose, audience or theme. They value a variety of cultural musical styles and analyse the importance of storytelling and themes in music. Students engage in theatre studies and gain an understanding of how to prepare for a show. They refine performance pieces by rehearsing and critiquing their own and each other's work. They apply their expressive skills for public performances within the school community.

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Year 5 Program—Semester 1

English

Students are learning to critically analyse a variety of texts and use evidence to support inferences and opinions. They are exposed to the reading strategies of thinking within the text, thinking beyond the text and thinking about the text. Students engage in a range of learning activities to develop skills to write persuasive and narrative text utilising key structural and language features.

Mathematics

Students participate in activities to develop skills to read and interpret the size and order of numbers from hundredths to millions. They identify and describe factors and multiples of whole numbers and use them to solve problems. Students revise and consolidate their mental strategies and written skills in the four operations of addition, subtraction, multiplication and division. They continue to develop their understanding of place value and number patterns. Students use real world problem solving tasks to model maths in context. They learn to interpret and make connections between three dimensional and two dimensional shapes. Students also compare 12 and 24-hour time and convert between them. Using various units of length, they calculate the perimeter and area of shapes and real objects.

Term 1 Inquiry (Civics and Citizenship)

Students identify who can be an Australian citizen and describe the rights, responsibilities and shared values of Australian citizenship. Their ideas are transferred to students being citizens of our school community and what this entails. Students identify different points of view regarding Australian citizenship. They investigate how people with shared beliefs and values work together to achieve their goals and plan for action.

Term 2 Inquiry (Earth and Space Science)

Students ask questions and make predictions based on their observations to explore properties of the Sun and develop an understanding that the Earth is just one of a system of planets that orbit the Sun (a star). Through a series of investigations students experiment with light (from the Sun and other sources) and observe how light can be absorbed, reflected and refracted. Students explore where light comes from, the various forms it takes, how it is used, how it travels and how it helps us to see. Students investigate the role of light in our life and in our world

Year 5 Program—Semester 1

Health and Physical Education

Students further develop the ability to move their bodies effectively by practising and applying specialised movement skills in game situations. Students focus on sports that the school competes in at inter-school level. They work towards demonstrating their understanding of game specific rules and being a fair and ethical participant. Students focus on developing and understanding social, emotional and physical health. They explore the different life stages that they have been through and will go through.

5/6 Sport Program

Students focus on participating positively in groups and teams by encouraging others and negotiating roles and responsibilities. They work on this through competing in interschool sport or an alternative internal competition run at school. Students take part in discussions surrounding the specific roles that are required for competitive sport which include players, umpires and scorers. They explore what it means to be a productive and positive member of a team.

Personal Learning

Students focus on the school values of Respect and Learning. Students make connections with each value, discussing how they define and display these values from a personal perspective and how to recognise and encourage these actions in others. The Habits of Mind are introduced, an identified set of 16 problem solving & life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness, thought and intentional strategy to gain a positive outcome.

The Arts

Music

Students develop their knowledge of musical concepts, rhythm and pitch and develop their practical applications. They study the form, technique and history of musical styles from varied cultures. Students apply these skills through popular Indigenous artists and contemporary songs.

Visual Arts

During Semester One, students explore how and why artists perceive their ideas through different visual forms, practices and processes. Students make informed choices about using visual arts elements and stimuli from a range of cultures and social contexts to convey an idea or theme. They observe visual art practices and techniques that inspire them to express their own ideas and beliefs when creating their artwork.

Year 5 Program—Semester 2

English

Students are continuing to apply reading strategies to think within, beyond and about a text. They develop their understanding of making inferences and applied this to infer character feelings and how they change using evidence from the text. Students engage in learning activities to analyse a range of genres and their text structures and language features. They articulated their point of view about a text in small groups using evaluative language. Students explored the writing genres of information reports, response to a film or text and narratives. They applied key structure and language features of selected authors. They followed the writing process to plan, draft, edit, revise and publish their chosen writing piece.

Mathematics

Throughout Semester Two, students continue to develop their number skills and explore the equivalence relationship between fractions and decimals. They develop their ability to add and subtract fractions and decimals confidently. Students use protractors to measure and draw different types of angles. They use a grid reference system to identify and describe locations and routes using landmarks and directional language. Students explore aspects of translations, reflections and rotations of two dimensional shapes. They also consolidate their understanding of volume, capacity and mass. Students are exposed to everyday language associated with chance and data. They interpret a range of graphs and develop methods of data collection to create their own graphs. Students recognise a range of probabilities and outcomes of chance experiments, involving equally likely outcomes. They represent probabilities as fractions and include their decimal equivalence.

Term 3 Inquiry (Geography Focus)

Students explore the question 'What are the characteristics of the Europe, Asia and North America region and how do they connect us?' Concepts such as the location of the major countries of each region, their proximity to Australia and the demographic, economic and social differences within the region will be explored. Students also consider how the countries of the region are connected. Specific inquiry skills, such as the use and interpretation of maps, photographs and other representations of geographical data is a focus.

Term 4 Inquiry (Biology and Environmental Science Focus)

Students explore how living things survive in their natural environment and how they adapt to changes. They build an understanding of some familiar species and study the structural features that allow them to survive. The knowledge they gain will lead students to research and explore the effects of an introduced species has had on a new environment. They will investigate how the species has adapted to the new environment and how the environment and ecosystem has responded to their introduction

Year 5 Program—Semester 2

Health and Physical Education

Students continue to develop the ability to move their bodies effectively by practising and applying specialised movement skills in game situations. They begin to understand the significance physical activity has within the community by participating in sports and recreational activities from a variety of cultures. They investigate language and attitudes around respectful relationships and identify personal strengths they possess and aspire to develop.

5/6 Sport Program

Students focus on participating positively in groups and teams by encouraging others and negotiating roles and responsibilities. They work on this through competing in interschool sport or an alternative internal competition run at school. Students take part in discussions surrounding the specific roles that are required for competitive sport which include players, umpires and scorers. They explore what it means to be a productive and positive member of a team

Personal Learning

During Semester 2, students will explore what it means to be a digital citizen and the ethical issues associated with decision making in relation to Cyber Safety and Social Media. Students will participate in a range of activities to reinforce respectful and responsible online behaviours covering critical thinking, empathy, respect, resilience and responsibility.

Students will also focus on the school values of Teamwork and Leadership. Students make connections with each value, discussing how they define and display these values from a personal perspective and how to recognise and encourage these actions in others. Students will also have the opportunity to build capabilities and develop skills around leadership. They will explore leadership opportunities in our cohort and school community to build partnerships.

Year 6 Program—Semester 1

English

Students are learning to critically analyse a variety of texts and use evidence to support inferences and opinions. They are exposed to the reading strategies of thinking within the text, thinking beyond the text and thinking about the text. Students engage in creative writing that allows them to investigate how vocabulary choices and poetic devices can influence imagery, emotion and opinion. Students demonstrate their knowledge of spoken language features such as pace, pitch and pronunciation to enhance meaning as they plan, rehearse and reflect on their presentations.

Mathematics

In Year 6 Mathematics, students will be using an online learning environment to support individualised learning for each student. This online learning environment is called Maths Pathways. Maths lessons will be tailored precisely to what each individual student is ready to learn. Students will be filling in gaps in prior learning or working on extension activities. As part of the curriculum, students will be involved in a learning cycle which lasts for a fortnight. In each learning cycle student's work on their own program along with Rich Tasks, which have a focus on problem solving and real world applications. Rich Tasks will either be individual tasks or activities that require students to work in small groups. Students will also focus on building a growth mindset towards their maths learning. Towards the end of each term, students will participate in a Rich Project Task.

Term 1 Inquiry (Chemistry Focus)

Students become familiar with aspects of scientific study. They are introduced to the science laboratory and participate in a variety of experiments focusing on the physical and chemical changes of solids, liquids and gases. Students explore a variety of properties that describe the three main states of matter and how they can change from one state to another. They make connections between the states of matter and reversible and irreversible chemical reactions. Students will demonstrate their conceptual knowledge through the design and implementation of a scientific investigation.

Term 2 Inquiry (Economics Focus)

Students explore the contribution that the Port of Melbourne has had, both past and present to the nation's developing economy. Students are immersed in activities related to the 'needs' and 'wants' of society and how they help determine what Australia imports and exports through the Port of Melbourne. Students also begin to explore the effect of 'supply' and 'demand' on the prices of products and services. Students consolidate their understandings of Economics in the '5 Mile Creek' project along with an understanding of the requirements of living and working in a local community. Students take on the role of a town planner whose task is to cater for the needs of a diverse community as well as manage their personal finances.

Digital Technologies

Students are introduced to binary representation and gain an understanding of how it is used in computer programming. They explore the process of using visual programming methods to follow and create simple instructions in game-making. Students test, analyse and develop their solutions to achieve a range of desired outcomes. Their final project is to use digital technologies to create, evaluate and present a simple game for younger students.

Year 6 Program—Semester 1

Health and Physical Education

Students continue to focus on developing their social, emotional and physical health. In addition to this, they explore what it is to be Sun Smart and the consequences if they choose not to be and Water Safety standards to promote a healthy and safe lifestyle. They explore problem solving strategies and develop stress management techniques whilst identifying potential stressors in day-to-day life.

Students practise specialised movement skills and apply them in specific sport based situations. They design and perform a variety of movement sequences in court based invasive games, including receiving in a position to shoot or pass. Students use space, time, objects and people to their advantage in striking and fielding games. They are challenged to reflect on team performance and provide solutions and ideas to improve team outcomes.

5/6 Sport Program

Students focus on demonstrating ethical behaviours and fair play that aligns with the rules when participating in a range of physical activities. The physical activities include competing in interschool sport or in an alternative internal program at school. Students discuss the importance of rules and why they are implemented and discuss the impact that they have on a game. They focus on what being a good sport looks like and develop an understanding of healthy competition.

The Arts

Visual Arts

In semester 1, students focus on the Art Elements; line, colour, and shape. As they make and respond to visual artworks, students explore how and why artists express their ideas. They learn how to analyse Art by comparing similarities and differences in reference to the Art Elements. In turn, students respond by designing and creating their own artwork from a selected theme, through using different materials and processes.

Dance

Students study various aspects of modern and cultural dance. They begin to understand the elements of dance and the concepts required to make dances including processes, generating ideas and creating movements whilst using a range a stagecraft elements to communicate. Students explore the five elements of dance with a written and performed demonstration of these. They work collaboratively in small groups to create and develop a sequence of warm up movements to be put to music. Students learn a dance in class to perform to an audience, as well as some exercises to improve dance techniques.

Music

Students expand their knowledge of musical concepts, rhythm, pitch and their practical applications. They study form, technique and history of musical styles from varied cultures. Students apply these skills through popular indigenous artists and contemporary songs..

Year 6 Program—Semester 2

English

Students read and respond to a range of articles currently exhibited in the media both in print and electronic form. They compare texts that represent ideas and events in different ways, explaining the impact of the different media. Students explore newspapers and identify language features used, including headlines, captions, direct and indirect speech. They analyse the structure of a range of news articles such as editorials, feature articles and reports. Students write and edit their own article to create a whole class digital newspaper. They present a sustained point of view and experiment with spoken language to propose and extend viewpoints. Students further develop their knowledge and use of different reading strategies and higher order thinking skills, to comprehend and respond to the novel 'Wonder'. They examine literary elements including plot, author's purpose, and character's actions and motivations. Students write an essay in response to the themes and ideas presented in the novel, 'Wonder'. They will view the film adaptation of the novel, comparing and contrasting the features. Students participate in exploratory discussions, formulate arguments and seek the opinion of others to clarify their own points of view and ideas.

Mathematics

In Year 6 Mathematics, students will be using an online learning environment to support individualised learning for each student. This online learning environment is called Math Pathways. Maths lessons will be tailored precisely to what each individual student is ready to learn. Students will be filling in gaps in prior learning or working on extension activities. As part of the curriculum, students will be involved in a learning cycle which lasts for a fortnight. In each learning cycle student's work on their own program along with Rich Tasks, which have a focus on problem solving and real world applications. Rich Tasks will either be individual tasks or activities that require students to work in small groups. Students will also focus on building a growth mindset towards their maths learning. Towards the end of each term, students will participate in a Rich Project Task.

Term 3 Inquiry (Physics Focus)

Students participate in a variety of experiments focusing on the concepts of energy and electricity. Students explore the concepts of static and current electricity, circuits and energy transformations. They also compare the advantages and disadvantages of the various methods of electricity generation both in Australia and globally. They plan, design and build a working model or game using an electric circuit to demonstrate their understanding of the concepts covered.

Term 4 Inquiry (History Focus)

Students explore the social and political conditions of Australia's early colonial period, including the influence and contributions of key figures that ultimately led to the development of Australia as a nation. Students sequence events in Australian History by creating timelines and investigate the key figures on Australian banknotes, identifying their historical context, significance and changes they made on our society. Students will design a new bank note by identifying and explaining a past event, person or group that has been significant in the foundation of the Australia we know today. Using sources of evidence, historical research and key symbols, students will communicate their understanding through the presentation of their design.

Year 6 Program—Semester 2

Health and Physical Education

Students continue to focus on developing their social, emotional and physical health. They explore what puberty is and the associated changes that occur during this time. In addition to this, they explore gender and identity with a focus on opportunities and their development throughout society and develop students' awareness of human rights. They enhance their understanding of positive gender relations.

Students practise and modify tactics in games that involve a net or a wall. This includes concepts such as moving to appropriate positions, hitting a ball to advantage, decision making and executing specific skills appropriate to the game. They develop their ability to propose and apply movement concepts and strategies in a team environment. This includes contributing to team offensive strategies in invasive games, including keeping possession of the ball. Students focus on participating positively in a team environment, negotiating roles and responsibilities and demonstrating ethical behaviour and fair play.

5/6 Sport Program

Students focus on demonstrating ethical behaviours and fair play that aligns with the rules when participating in a range of physical activities. The physical activities include competing in interschool sport or in an alternative internal program at school. Students discuss the importance of rules and why they are implemented and discuss the impact that they have on a game. They focus on what being a good sport looks like and develop an understanding of healthy competition.

Personal Learning

Students discuss goal setting and a number of strategies to use when planning or making decisions. They then begin to look outward, reflecting on how to build strong, positive relationships with the important people in their lives. Relationship skills such as forgiveness and teamwork are explored and practiced. Finally, students focus on the idea of inclusion, how this is linked to the International Human Rights Movement and the impact on peoples day to day lives. Students take a leadership role in the organisation and management of activities linked to Disability Week celebrations at The Lakes.

Food Technology

Students partaking in Food Technology began to learn the importance of safety and hygiene while working in the kitchen. Students practised this while developing skills in identifying key kitchen equipment while making food. During remote learning, students created a cookbook that represented food they made at home.