Immanuel Lutheran College

Walk as Children of the Light

2024 Primary School Curriculum Handbook
Prep to Year 6

Contents

Immanuel Lutheran College Primary School

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Learning Focus

Immanuel Lutheran College Primary School is committed to best meeting the personal, academic and social needs of children in a Christian context. We aim to provide opportunities for young people to learn and grow in ways that acknowledge each unique and special phase of their development.

To prepare young people for a changing world where they will need to be responsible global citizens who can innovate, create and continue to learn, we strive to develop our learner's key competencies. This means we intentionally support young people to think critically and creatively, solve problems, make evidence-based decisions and work collaboratively, so they are prepared for the future that lies ahead. We foster engagement and personal growth by building skills across a diverse range of learning areas.

The early years at Immanuel are heavily focused on meeting rigorous curriculum standards while maintaining the essence of early childhood education. There is a strong emphasis on setting solid foundations and ensuring that children are well equipped with literacy and numeracy skills that will set them up for life. Our holistic approach ensures that the whole person is the whole point; this applies to each individual student.

Pastoral Care and Wellbeing Focus

The Immanuel Lutheran College Wellbeing Framework is a positive psychology model implemented alongside our College values and Christian underpinnings. The PERMA framework (positive emotions, engagement, relationships, meaning and accomplishment) acknowledges the five building blocks to human flourishing. At Immanuel, we teach our students these building blocks and how to incorporate them into their lives.

Through our approach to pastoral care and wellbeing, students are taught the skills of persisting, thinking and communicating with clarity and precision, managing impulsivity, gathering data through all the senses, listening with understanding and empathy, creating, imagining, thinking flexibly, responding with wonderment and awe, thinking "about" thinking, taking responsible risks, striving for accuracy, applying past knowledge to new situations, finding humour, thinking interdependently, questioning and posing problems, and remaining open to continuous learning. We believe that these skills underpin our focus on developing higher-order thinking skills to help prepare students for life.

Further, in our Primary School years, we implement URStrong, which is an innovative program designed to enhance student wellbeing by focusing on the development of strong, healthy relationships. Emphasizing the importance of friendship skills, URStrong provides students with practical tools and strategies to navigate social dynamics effectively. This program is grounded in the belief that positive relationships are key to mental and emotional wellbeing, fostering a supportive and inclusive school environment. By equipping students with the skills to build and maintain healthy relationships, URStrong plays a crucial role in promoting overall student happiness and resilience.

Flexible Learning within a Blended Learning Environment

The Immanuel Teaching and Learning Framework reflects our holistic approach to education. Through this framework we harness our physical, virtual and relational spaces to develop each student's personal capabilities with a focus on engagement, rigor, growth and reflection.

Across the Primary School our pedagogical approach is centered on Cooperative Learning. This deliberate approach ensures optimal engagement of every student and assists the development of essential skills to equip students for life.

Physical Spaces

Primary School facilities have been progressively renewed to provide agile, student-centred, flexible learning spaces in which future-focused skills can be developed in a technology-rich environment.

Complementing the redevelopment of our physical spaces, is our teachers' focus on facilitating cooperative learning and developing the productive habits of mind that characterise effective learners in a global, connected world.

Relational Spaces

Learning is greatly enhanced when healthy relationships and trust exist between students, parents and teachers. We understand that young people need to learn how to build and maintain relationships and trust. Our restorative practices approach to building responsible behaviours focuses on repairing harm and restoring relationships when mistakes are made.

Virtual Spaces

In the early years, we believe that technology is used to enhance our students' learning. Students in Prep to Year 3 have access to iPads as a way to support learning experience. Digital whiteboards are also used to support instruction and learning. Students from Years 4 to 6 students are allocated an iPad as part of our one-to-one program.

SEQTA is Immanuel's online learning management platform. It is comprised of SEQTA Engage, Learn and Teach.

SEQTA Engage provides parents with the information needed to support their child(ren)'s learning journey. It includes reporting, attendance, timetables, teacher contacts, academic results, finance details, excursion information, notices etc. Parents are able to access SEQTA Engage via the Portal option on the College home page, www.immanuel.qld.edu.au, or by accessing the College App. Parents will need their username and password. Please contact the Technology and Innovation Department (ithelpdesk@immanuel.qld.edu.au) should you require assistance with this process.

SEQTA Learn is a 'one-stop shop' for students to access digital resources either on campus or at home. Students in Years 4 to 6 are encouraged to utilise this portal to support the learning that takes place in classrooms. Via SEQTA Learn, students can manage all aspects of their school life, including their timetable, collaboration with peers and teachers, content, assessments, grades, goal setting and homework. When students log into SEQTA Learn, they can see their personalised calendar and can 'hover over' each day to see if they have assessment tasks current for the group of subjects in which they are enrolled.

Differentiating Student Learning – Enrichment and Support

Immanuel Lutheran College aims to provide for the needs of all students. Specific methodologies employed in the classroom can greatly enhance learning for those with particular needs and, where resources allow, additional classroom assistance will be provided. Personalised Support Plans will be developed for students as necessary. Extension, enrichment and support for students occurs in all classes, but varies each year depending upon the needs of the students.

Learning Support will be provided through a variety of mediums including in-class support, small group work and one-on-one instruction. This is overseen by the P-12 Learning Enhancement Coordinator.

Learning Enrichment will also be provided through a variety of mediums including whole class, small groups and individual instruction. Opportunities are offered both in school and externally. This is overseen by the Deputy Head of Primary School, in collaboration with the Learning Enhancement Coordinator.

Homework

Good homework habits begin right from Prep. Homework serves multiple purposes: it reinforces what's been taught in class, sparks interest in subjects, encourages self-directed learning, and supports project work and reading. In Prep to Year 2, the emphasis is on reading practice, sight word consolidation and basic fact recall. Years 3 to 6 students focus on reading fluency and comprehension, spelling and fast recall of the multiplication facts. We also include a night of 'Sticky Questions', which promotes a creative and critical approach to a philosophical questions. Some older grades might also have some assignment preparation on occasion.

An approximate guide to nightly homework time allocations are:

Prep -Year 2: 10 minutes / night

Years 3 & 4: 15 minutes / night

Years 5 & 6: 20 minutes / night

Parent/Teacher Interviews

Formal parent/teacher interviews are held twice during the year. These evenings provide an opportunity for parents and teachers to discuss class work and activities, and social aspects of the school day. It is also a great opportunity for parents and teachers to meet in person. Bookings are made directly by parents online and information regarding this process is emailed home prior to these evenings.

Our first organized interview is held in Week 4 of Term 1. We strive for this evening to be a discussion between parents and teachers about how to set the student up for success in the year ahead. Specific conversations will be initiated about learning behaviours, academic and social goals and expectations for the year ahead. This is a great opportunity for parents/caregivers to share necessary and relevant information with the year's new teacher/s, in order to be proactive in working together for the benefit of the learner.

The second organized interview evening is in Week 2 of Term 3. This is a focused time to look at the learner's achievement to date, following the release of Report Cards at the end of Semester 1. This time is a directed conversation around the progress and gains made, alongside tracking goals and strategies for each student to ensure their learning will continue to potential levels by the end of Semester 2.

Additional meetings can be requested at any time throughout the year. We always encourage families to make contact with the classroom teacher, prior to reaching out to our Leadership Team for additional support. Classroom teachers are always willing to make a suitable time for a face-to-face meeting or a phone conversation to support our learners. Please communicate directly with the classroom teacher to arrange these times either before or after the school day.

Student Support Beyond the Classroom Teacher

After meeting with your child's classroom teacher, you may need to make additional appointment times to support your learners, and these are welcomed. After a discussion with your classroom teacher, appointments can be made with the following people through the Office Administrator – Primary School:

Mrs Katrina Riley Deputy Head of Primary School – Curriculum and Pedagogy	The Deputy Head of Primary School will be able to assist with all teaching and learning facets, and daily operations. This includes academic progress, approaches to teaching, homework, resourcing and any aspects related to reporting or the Australian Curriculum. Support and extension can be discussed with both the Deputy Head of Primary School and/or the Learning Enhancement Coordinator. She is also available to assist with operational questions or queries, as a first port of call before referral onto the Head of Primary.
Mr Matt Doecke Director of Wellbeing	The Director of Wellbeing will be able to assist with any aspects related to student wellbeing or behaviour. This includes playground issues, friendship concerns, social or emotional support required, school attendance and separation anxieities, etc. Further, the Director of Wellbeing can support changes in family circumstances e.g. separated families; or organize for further assistance via our College Counsellors or Student Support services.
Mr Nathan Scoffin Learning Enhancement Coordinator	The Learning Enhancement Coordinator will be able to assist with any specific learning needs of students, both for support and extension. This includes referrals to specialists for assessments; receiving reports from specialists and translating this into a school support plan; establishing a Personalised Support Plan or a Curriculum Adjustment Program; including modified assessments or reporting. Coordination of specialists visiting campus for observations is also overseen by this role, alongside intervention programs for identified students. Participation in Learning Club, offered Monday – Friday mornings from 8.00am - 8.25am is also through application to the LE Coordinator via the classroom teacher.

Please note, beyond this you may also wish to make an appointment with the Head of Primary School, Mrs Jodie Hayat.

This can be done with the Office Administrator – Primary School, after you have had preliminary discussions with the classroom teacher and one of the above members of the Primary School Leadership Team.

Weekly Timetable

Specific timetable information is provided by classroom teachers, which includes information about specialist lessons. However, the Primary School Timetable is as below:

Time	Lesson		Monday	Tuesday	Wednesday	Thursday		Friday
8.30am	Pastoral Care / Devotion	10 mins						
8.40am	Lesson 1	45 mins						Worship 8.45am
9.25am	Lesson 2	45 mins						
10.10am	Lesson 3	40 mins						
10.50am	FIRST BREAK	40 mins						
11.35am	Lesson 4	45 mins						
12.20pm	Lesson 5	45 mins						
1.05pm	SECOND BREAK	30 mins						
1.35pm	Lesson 6	40 mins				Years 4-6 SCISSA(1.35pm-2.55pm)		
2.15pm	Lesson 7	45 mins	3-6 Assembly 2.15pm				P-2 Assembly 2.15pm	
2.55pm	Pastoral Care	5 mins						

Assemblies are rostered on throughout each term, in Weeks 2, 5 and 9. On these occasions we celebrate our learners, focus on our Pastoral Care and Health programs, and keep updated about any College events and happenings.

Primary School Subject Overview

Christian Studies

Christian Studies is an integral part of the Christian experience distinctive to Immanuel Lutheran College. Based on the Christian Studies Curriculum Framework developed by Lutheran Education Australia, it is an outcome-based program that spirals across all year levels along the four strands of Christian Beliefs, Christian Church, Christian Living and Christianity in the World.

The Christian Studies classroom is a learning environment in which students have an opportunity to gain a clear understanding and appreciation of the Christian story by exploring biblical texts and other Christian literature. Furthermore, it is a place where students can explore a range of religious and non-religious perspectives they will encounter in an increasingly pluralistic society. Through a process of inquiry, discussion and reflection, students are mentored to:

- become articulate, empathic and discerning members of the community;
- listen to and identify the issues underlying discussion;
- enter into open, respectful dialogue with people whose religious, philosophical and ethical views are different; and
- present an informed, well-defended personal position.

What topics are students likely to learn about?

Prep	• God our Creator • God's People of the Old Testament • Happy Helpers • Amazing Advent
Year 1	• God is Great • Superheroes of the Bible • Discover the Bible • God's Love Inspires Us to Love Others
Year 2	• Caring for Creation • The Lost Parables • What is Worship? • Symbols of Christmas
Year 3	• The Christian Church • What Will I Do? • Belonging to God • Who is Jesus?
Year 4	• The Book • Who is God? • The Cultural Life of Jesus • Church Sacraments
Year 5	• Old Testament Heroes of the Bible • Ten Commandments (Living a Blessed Life) • Jesus' 'I am' Statements and Who does God Say I am? • Serving My Family (Service Learning in Action)
Year 6	• Sin and Grace • The Beatitudes • Monotheistic Religions • Service Learning

English

English is one of the core building blocks. From Prep to Year 6, there is a strong emphasis on setting learners up for success with a solid grasp of the English Language through reading, writing, speaking, listening and critically reviewing a range of genres. Students will work with language in a variety of everyday, literary and multi-modal contexts. Emphasis is given for students to practice and master textual features such as vocabulary, grammar, spelling, sentence structure and punctuation.

A comprehensive approach to instruction is supported by the following resources:

Key: Blue indicates this is used in this Year Level

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
InitiaLit							
SHARP Reading							
Talk for Reading							
SMART Spelling							
SpellEx							
Talk for Writing							
Sight Words							
Decodable Readers							
Accelerated Reader							

Health and Physical Education

Health and Physical Education aims to develop students as active and informed members of society, capable of managing the interactions between themselves and their social, cultural and physical environments in pursuit of good health.

What topics are students likely to learn about?

Physical Education Units	Health Units
• Perceptual Motor Program • Cross-Country Skills • Athletics • Game Sense • Ball Skills • Swimming	• Self-Management and Self Awareness- Strengths, Feelings and a Healthy Life • Social Awareness and Relationships- Emotions, Buddies and Impact of Others • Understanding Community - Let's all keep safe, People who help us and Traditions • Friendology 101 – establishing and maintaining healthy relationships, managing conflict with kindness, and increasing overall resilience.

Humanities and Social Sciences (HASS)

Humanities and Social Sciences (HASS) focuses on the disciplines of History, Geography, Economics and Business, and Civics and Citizenship. In HASS, students will gain meaningful knowledge and understanding of topics, and will learn through an inquiry-based approach.

What are the focal areas for each year level?

Prep	My personal world
Year 1	How my world is different from the past and can change in the future
Year 2	Past and present connections to people and places
Year 3	Diverse communities and places, and the contributions people make
Year 4	How people, places and environments interact, past and present
Year 5	Australian communities – their past, present and possible futures
Year 6	Australia in the past and present, and its connections with a diverse world

Languages

Communication is a human imperative. Irrespective of which language, communication involves interaction to convey meaning as well as imagination, creativity and a broad understanding of ourselves and others. Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, and reflect on their experience in various aspects of social life, including their own participation and ways of being in the world.

Learning a language broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world can offer.

In the Primary School, the language studied is German. Students explore communicating meaning in German, as well as understanding language and culture.

What topics are students likely to learn about?

German	
• Colours • Meeting and Greeting • Fun with Numbers • Shapes • What's for Breakfast • Going Shopping	• Weather • Getting to know me • Family Fun • Alphabet Skills • Animal Stories • Hobbies and Interests

Mathematics

Mathematics is an integral part of a general education. It allows students to develop an understanding of their world and their part in it. Competence in Mathematics is required for an ever-increasing range of further careers. Mathematics in the Primary School is fundamentally focused on developing a working knowledge and understanding of basic mathematical facts and operations.

What content are students likely to interact with at each year level?

	Number	Algebra	Measurement	Space	Statistics
Prep	• Numbers 0-20 • Simple Addition and Subtraction • Equal Sharing	• Repeating patterns	• Language of Measurement • Sequencing Days of the Week and Times of the Day	• Working with familiar shapes in the environment • Positional language	• Collecting and sorting simple data

	Number	Algebra	Measurement	Space	Statistics
Year 1	• Numbers to 120 • Tens and Ones • Counting patterns • Addition and subtraction to 20 • Sharing and Grouping • Problem solving • Money	• Repeating patterns • Patterns of skip counting	• Measuring with informal units • Sequencing events using years, months, weeks, days and hours	• Classifying familiar shapes • Giving and following directions, including left and right	• Collecting and representing data in visual displays e.g. graphing and digital representations

	Number	Algebra	Measurement	Space	Statistics
Year 2	• Numbers to 1000 • Place Value to thousands • Problem solving in addition and subtraction, using 2-digit numbers • Multiply and divide by 1-digit numbers using repeated addition, equal grouping, arrays, partioning • Fractions: ½; ¼; $^1/_8$ • Money transactions	• Growing/additive patterns • Mental addition facts to 20 • Fact families using addition and subtraction • Multiplication: 2x tables • Explore division using doubling and halving	• Formal units of measurement for length, capacity and mass • Fractions of wholes: halves, quarters and eighths of objects • Using a calendar • Analogue Time: o'clock, half past and quarter past/to the hour • Quarter, half, three-quarter and full measures of turn	• Spatial terms e.g. opposite, parallel, curved, straight • Locating positions on two-dimensional representations e.g. maps	• Collect, record, represent and interpret data, including using software/digital representations

	Number	Algebra	Measurement
Year 3	• Numbers and Place Value to 10000 • Fractions: ½; 1/3; ¼; 1/5; 1/10 • Addition and subtraction using 2 and 3-digit numbers, with regrouping • Multiply and divide by 1 and 2-digit numbers • Estimating • Problem solving • Create algorithms to investigate numbers and explore simple patterns • Fractions and multiples of fractions	• Multiplication: 3x; 4x; 5x; 10x tables • Inverse calculations • Mental strategies: extending known facts to larger numbers • Find unknown values in addition and subtraction problems	• Use metric units for measurement: length, mass, capacity • Angles of turn, including right angles. • Estimating time • Time to the minute: analogue and digital clocks • Represent money values in different ways
	Space	**Statistics**	**Probability**
	• Create 2D representations and models • 3D shapes: faces/surfaces; edges; vertices	• Guided statistical investigations • Data Collection and organisation • Interpreting and comparing data	• Describe outcomes and likelihood of everyday events explaining reasoning • Conduct chance experiments and discuss variations

	Number	Algebra	Measurement
Year 4	• Place value - tenths and hundredths • Odd and even numbers • Fractions: equivalent fractions; decimal notation; proper and improper fractions • Place value when multiplying or dividing by 10 • Strategy development for problem solving in addition, subtraction, multiplication and division (where this is no remainder) • Solving financial and practical problems, using rounding and estimation • Follow and create algorithms and identify emerging patterns	• Find unknown values in equations involving addition and subtraction, using the properties of numbers and operations • Multiplication facts: up to 10x tables; and related division facts (mental computation)	• Interpreting unmarked and partial unties when using metric units to measure length, mass, capacity, duration and temperature, using scaled and digital instruments • Perimeter and area using formal and informal units • Converting units of time, using am and pm Comparing angles to a right angle, including acute, obtuse, straight angle, reflex and revolution
	Space	**Statistics**	**Probability**
	• Composite shapes and objects • Grid reference systems to locate and describe positions and pathways • Line and rotational symmetry • Symmetrical patterns	• Many-to-one data displays • Analyse effectiveness of displays for representing data • Use surveys and digital tools to generate data in statistical investigations and communicate findings	• Order events or outcomes of chance experiments based on likelihood of occurring • Conduct repeated chance experiments, observe relationships between outcomes and describe variation in results

	Number	Algebra	Measurement
Year 5	• Write and order decimals, up to 2 decimal places, including numbers greater than 1 • Factors and multiples • Fractions: Compare and order; add and subtract (common denominator); mixed numerals • Percentage: fraction and decimal equivalents • Multiplication by 1 and 2-digit numbers • Division by 1-digit numbers, including remainders • Estimation in problem solving (for reasonableness) • Solve financial and other practical problems • Problem solving using multiplication and division • Use algorithms to identify and explain pattens in factors and multiples of numbers	• Inverse operations of multiplication and division • Find unknown values in numerical equations involving multiplication and division	• Length • Mass • Capacity • Perimeter • Area • 12- and 24-hour time Angles in degrees, using a protractor
	Space	**Statistics**	**Probability**
	• Grid coordinates to locate and describe positions and movement • Objects and their nets • Transformations • Reflections • Rotations • Symmetries	• Ordinal and nominal data • Software/ digital tools for data • Statistical investigations • Data distributions: mode and shape • Line graphs	• Repeated chance experiments • Outcomes; likelihood; frequency comparisons

	Number	Algebra	Measurement
Year 6	• Integers • Coordinates on the Cartesian plane • Prime, composite and square numbers • Fractions: order common fractions; add and subtract fractions; equivalent fractions; solve problems • All 4 operations with decimals, including powers of 10 • Solve problems involving finding a fraction, decimal or percentage of a quantity • Use estimations and rounding for approximate solutions • Mathematical modelling to solve financial and other practical problems and justifying choices	• Create and use algorithms to generate sets of numbers, using a rule • Find unknown values in numerical equations involving combinations of arithmetic operations, including brackets • Identify and explain rules to create growing patterns	• Decimal representation of metric measurements • Timetables and itineraries • Convert between units of common metric units: length, mass, capacity • Area of rectangle formula and problem solving • Determining angles by identifying relationships on a straight line, angles at a point and vertically opposite angles; communicate reasoning
	Space	**Statistics**	**Probability**
	• Compare parallel cross-section of objects and recognize their relationships to right prisms • Locate points in the 4 quadrants of the Cartesian plane • Describe changes to coordinates when a point is moved to a different position in the plane • Transformations • Tessellating patterns	• Interpret and compare data sets for ordinal and nominal categorical, discrete and continuous numerical variables, • Compare distributions using mode, range and shape • Identify statistically informed arguments; critique methos, data representations and conclusions • Statistical investigations, using digital tools	• Assign probabilities using common fractions, decimal and percentages • Conduct repeated chance experiments and simulations using digital tools • Generate and record outcomes of trials in a chance experiment • Compare observed frequencies to expected frequencies in chance experiments

Science / Project Based Learning

Science encourages students to develop an understanding of the natural world through observation, research and experimental investigations. Biology, Chemistry, Physics and Earth and Space Sciences are all covered throughout the Primary School Curriculum. Across the Primary School, year levels engage with Project Based Learning. This is where Science is integrated with Technologies and Media Arts and students work towards projects based on real world needs.

What Science topics are students likely to learn about within Project Based Learning?

	Biological Sciences	Chemical Sciences	Earth & Space Sciences	Physical Sciences
Prep	Living things have basic needs, including food and water	Objects are made of materials that have observable properties	Daily and seasonal changes in our environment affect everyday life	The way objects move depends on a variety of factors, including their size and shape.
Year 1	Living things have a variety of external features. Living things live in different places where their needs are met.	Everyday materials can be physically changed in a variety of ways.	Observable changes occur in the sky and landscape.	Light and sound are produced by a range of sources and can be sensed.
Year 2	Living things grow, change and have offspring similar to themselves.	Different materials can be combined for a particular purpose.	Earth's resources are used in a variety of ways.	A push or a pull affects how an object moves or changes shape.
Year 3	Living things can be grouped on the basis of observable features and can be distinguished from non-living things.	A change of state between solid and liquid can be caused by adding or removing heat.	Earth's rotation on its axis causes regular changes, including day and night.	Heat can be produced in many ways and can move from one object to another.
Year 4	Living things have life cycles. Living things depend on each other and the environment to survive.	Natural and processed materials have a range of physical properties that can influence their use.	Earth's surface changes over time as a result of natural processes and human activity.	Forces can be exerted by one object on another through direct contact or from a distance.
Year 5	Living things have structural features and adaptions that help them to survive in their environment.	Solids, liquids and gases have different observable properties and behave in different ways.	The Earth is part of a system of planets orbiting around a star (the sun).	Light from a source forms shadows and can be absorbed, reflected and refracted.
Year 6	The growth and survival of living things are affected by physical conditions of their environment.	Changes to materials can be reversible or irreversible.	Sudden geological changes and extreme weather events can affect Earth's surface.	Electrical energy can be transferred and transformed in electrical circuits and can be generated from a range of sources.

Technologies

The Technologies Curriculum covers both Digital and Design Technologies. The Digital Technologies units provide students with an understanding of many of the skills needed to succeed in the 21st century including critical thinking, problem solving and creativity. Design and Technologies aims to expand knowledge, understanding and skills related to exploring, designing and developing possible solutions to identified needs.

What topics are students likely to learn about?

	Design and Technologies	Digital Technologies
Prep	• Designing Toys that move	• Exploring Digital Systems • Basics of Coding with Bee Bot
Year 1	• Design Process and Production	• Cyber Safety • Getting to know Digital Systems
Year 2	• Evaluating and Sequencing Designs	• Using iPads • Systems with Purpose
Year 3	• Redesigning a Service • Food and Fibre	• Technology Etiquette • What goes with my Device? • Presentation of Data
Year 4	• Production Steps • Materials, Components and Solutions	• Simple Software • Information Systems • Input/ Output in Systems • We Do Lego
Year 5	• Critiquing Designs • Sustainability	• Know your Devices • Coding Algorithms
Year 6	• Design Detectives	• Communication Networks • Binary Code

The Arts

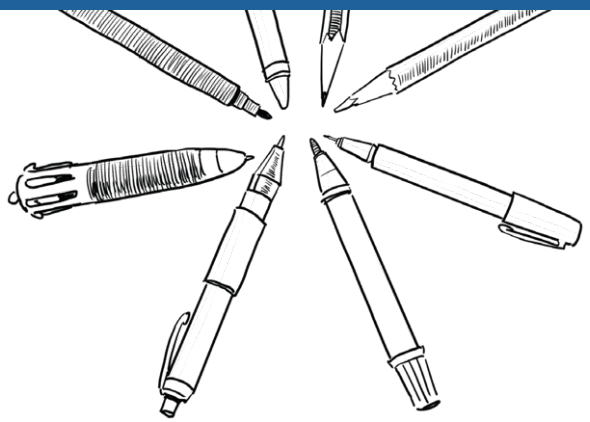
All five strands of the The Arts (Dance, Drama, Media, Music, and Visual Art) are taught from Prep to Year 6. Dance, Drama, Music and Visual Art are taught by specialist teachers with Media taught by each classroom teacher.

What topics are students likely to learn about?

	Dance	Drama	Music	Visual Arts
Prep	• Dance and me • Dance room	• Introduction to drama - faces • Storytelling	• Story songs and games • Singing, moving and playing • I've got rhythm	• Non - objective painting • Crazy colour wheel • Primary colours
Year 1	• Let's Dance - Rockin' Robin • Dance, draw and drama	• Reader's theatre - Chicken Little • Hairy Maclary - recite and emote	• Beat and rhythm • Musical families	• Birds of a feather - draw and paint • Van Gogh's Sunflowers - watercolour pencil and polymer clay sculpture
Year 2	• Dance around the world • Dancing around the world again	• Rainbow Fish	• Beats and rhythms • Music around us • Pitch it	• Architecture - city scapes • Still life - colourful cups
Year 3	• Australian bush dancing • Jungle book - sing and dance	• Wombat Stew • Characterisation and voice in short, scripted play • Let's get dramatic - drama games/ confidence builders	• Wombat Stew xylophone • Australian songs • Jungle Book vocal and instrument • Recognition • Indigenous round / notation	• Australian landscapes • Patterns • Jungle Book art - Toucan painting • Robot recycled • Sculpture
Year 4	• This is me - dance • African Dance	• Introduction to drama • Scripted drama	• Super staff • Circle of Life Music	• Pet portraits • African masks - papier maché
Year 5	• Dynamite - Elements of dance • Indigenous performing arts piece	• Make me famous - character development and presentation • Campfire capers	• Make me famous - Digital creating and recording • Ukulele • Tribal beats • Indigenous performing arts piece	• Pop Art • Acrylic silhouette - painting on canvas • Pete Cromer - collage
Year 6	• Sing and dance - Musicals • Dance fitness	• Musical production • Drama games and improvisation	• Musical vocal piece • Treble clef • Marimbas	• Digital Identity portraits • Tribal patterned tokens • Cubism

The Australian Curriculum

Information for parents and carers



Foundation

The Australian Curriculum is designed to develop successful learners; confident and creative individuals; and active and informed young people who are ready to take their place in society.

It sets the goals for what all students should learn as they progress through schooling – wherever they live in Australia and whatever school they attend.

There are 8 learning areas, which provide a modern curriculum for every student in Australia.
The curriculum includes 7 general capabilities intended to help prepare young Australians to learn, live and work in the 21st century.

There are 3 cross-curriculum priorities that also enrich the learning areas.

The Australian Curriculum is used flexibly by schools and teachers, who plan the learning for all their students while taking into account their local school community.

For more information about your child and their educational progress, talk to your school.

In their first year of school, students learn from their teachers and through their interactions with others. They experiment, practise and play in the classroom and school community. Priority is given to literacy and numeracy development as these are the foundations upon which further learning is built. There are opportunities to develop literacy and numeracy in all subjects and particularly in English and Mathematics. Learning in a classroom and belonging to a school community are key to the first year at school.

Each state and territory has a different name for the first formal year of schooling, such as Reception, Kindergarten, Pre-Primary or Prep.

English

Students engage with texts that entertain and inform, such as picture books and rhymes. They begin learning to read and create texts.

Students learn to:

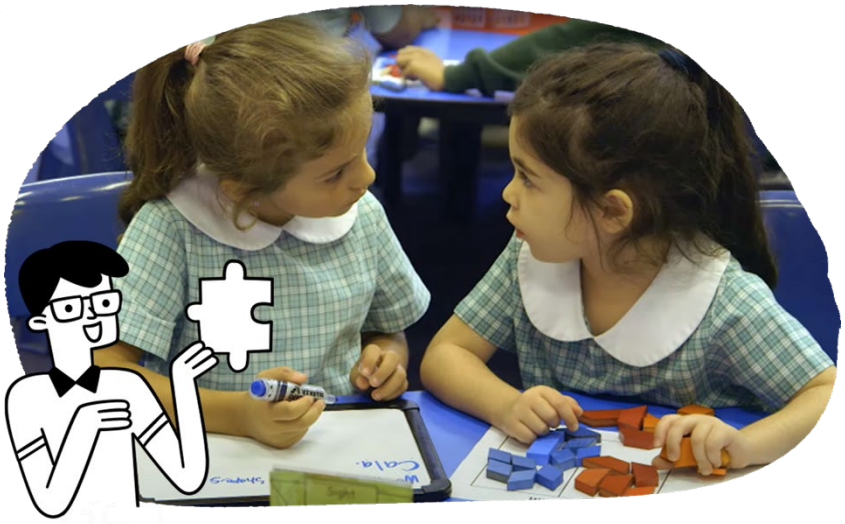
- communicate with others in familiar situations
- retell stories and personal experiences
- report on topics they have learnt
- read and talk about texts, including stories, information texts and texts by First Nations Australian, Australian and world authors and illustrators
- recognise rhyming words, syllables and sounds
- name letters and the most common sounds the letters make
- listen to, read and view picture books
- write some words and phrases
- recognise some common words
- create texts both orally and in writing.

Mathematics

Students develop a sense of shape, size, number, order, sequence, pattern and position in relation to familiar settings.

Students learn to:

- connect numbers, their names and quantities up to 20
- count numbers in sequences up to 20
- recognise repeating patterns
- compare different attributes of objects
- use materials to represent problems, compare and sort objects, and discuss answers
- group, sort and name familiar shapes
- connect events with times of the day and days of the week
- use location words such as above, below, outside, next to, underneath.



Health and Physical Education

Students learn through exploration and play. They practise movement skills, learn about their body, and how to be healthy, safe and active. They learn about respectful relationships.

Students learn to:

- discuss who they are, where they come from and people in their lives
- describe emotions of people who are happy, sad, excited, tired, angry, scared or confused
- ask for permission when sharing possessions or personal space
- move in different ways, speeds, directions and environments
- identify and demonstrate actions that ensure fair play.

Science

Students learn how science works through exploration and observation, building wonder and curiosity by observing everyday objects.

Students learn to:

- observe external features of plants and animals
- investigate the properties of everyday materials
- explore how things move.

Humanities and Social Sciences

Students use their natural curiosity to make sense of their world. They develop historical and geographical knowledge and skills about people and places.

Students learn to:

- explore their personal world, including personal and family histories
- investigate places they and their families live in and belong to
- find out about other places through stories told in books or by family members and other people
- find out how people feel about places
- explore why places are special
- explore how students and other people can care for places
- recognise the importance of Country/Place to First Nations Australians
- name the Country/Place where their school is located

Languages

Students learn a language other than English through play and imagination.

Students learn to:

- imitate sounds, gestures and expressions
- listen to songs, picture books and stories in the language
- appreciate that language and culture are related.

Technologies

Students discover how technologies work through exploration, design and guided play.

Students learn to:

- follow steps, and use materials and equipment to safely make a designed solution
- become familiar with digital systems and how people use them in their everyday lives
- represent data as objects, pictures and symbols
- recognise their personal data including their name and birth date.

The Arts

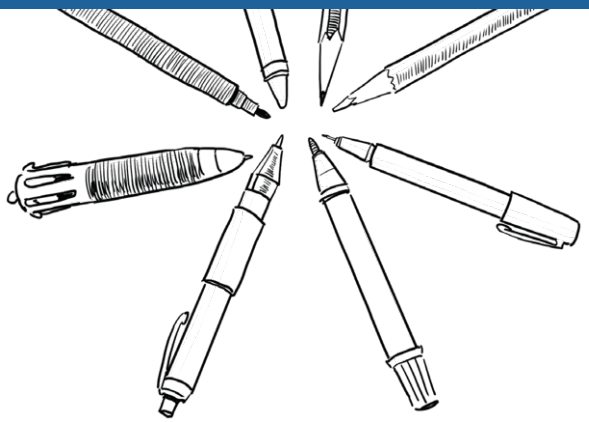
Students use purposeful and creative play as a basis for creating and sharing arts works.

Students learn to:

- in Dance, use play, imagination and skills to develop ideas
- in Drama, create small scenes based on dramatic play
- in Media Arts, use a camera to record images that communicate ideas
- in Music, explore sounds when listening, singing and making music
- in Visual Arts, respond to and create a variety of artworks by drawing and painting.

The Australian Curriculum

Information for parents and carers



Years 1 and 2

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The curriculum includes 7 general capabilities intended to help prepare young Australians to learn, live and work in the 21st century.

There are 3 cross-curriculum priorities that also enrich the learning areas.

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In Years 1 and 2, priority is given to the important areas of literacy and numeracy development. English and Mathematics are the core subjects for this, but literacy and numeracy are found in all subjects. By the end of Year 2, students have a much stronger understanding of themselves and have begun to connect with the wider community.

English

Students develop literacy using texts that entertain, inform and persuade, such as picture books, non-fiction books and films. Students grow into more independent readers, learn to create a range of different texts and become more confident when they communicate.

Students learn to:

- listen to and discuss information books, stories, films and digital texts
- independently read simple books and discuss what they have read
- discuss the characters and events in texts written by First Nations Australian and wide-ranging Australian and world authors
- decode words
- write to express thoughts and ideas
- tell a story or talk about topics they have learnt in class
- use simple punctuation, such as capital letters and full stops
- spell common words and write in sentences
- create texts using digital tools
- give short oral presentations on topics of interest
- develop legible handwriting.

Mathematics

Students develop number sense as they build their understanding of place value. They are introduced to mathematical symbols and learn different ways to represent numbers. They begin to use mathematical language to communicate and explain mathematical ideas, pose basic mathematical questions, and develop simple strategies to investigate and solve practical problems.

Students learn to:

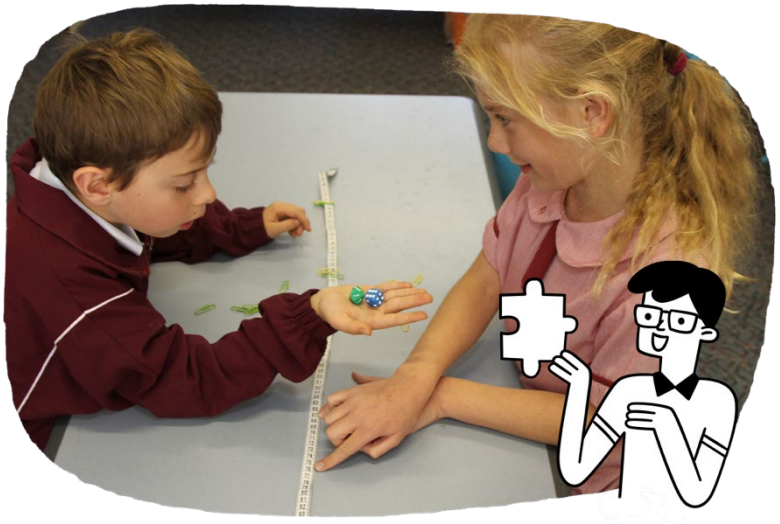
- describe number sequences and locate numbers on a number line
- begin to use number sentences with mathematical symbols to represent simple additive situations
- represent simple fractions using pictures, words, objects and events
- describe and draw shapes and objects
- use informal units to measure length, capacity and mass
- tell the time from both analog and digital clocks
- use a calendar to determine the date
- position and locate objects using directions and pathways
- investigate data collected through surveys, observations and experiments.

Health and Physical Education

Students start to learn more about themselves and explore their personal qualities. Through exploration and play, they investigate how health and movement impact their lives and the lives of others. They become more confident and cooperative.

Students learn to:

- explore how groups and communities they belong to are part of their identity
- recognise their emotions and explore strategies to manage their emotions
- practise ways to interact with others in a fair and respectful way
- practise what to do and how to get help when they feel uncomfortable or unsafe
- apply movement skills as they move in different ways
- investigate how games can be changed to include everyone.



Humanities and Social Sciences

Students continue to make sense of their world in personal and familiar situations that tap into students' curiosity about people, places and how things work. They develop historical and geographical knowledge and skills.

Students learn to:

- investigate family life now and in past generations
- Investigate how families are diverse
- investigate the natural, managed and human-made features of places
- recognise how the world is represented on maps
- explore peoples' connections to places, including Australian First Nations Peoples
- explore changes in their lives
- explore why people and places are significant
- explore how technology affects people's lives, now and in the past.

Science

Students learn to investigate by observing and exploring the world around them and by posing and answering questions. They learn to organise their observations, look for patterns and make predictions about their world.

Students learn to:

- investigate living things and the environment
- look for patterns that occur in life cycles of living things
- explore how they can change or combine everyday materials
- examine how sound causes vibration
- investigate daily and seasonal changes to the environment
- recognise Earth as a planet in the solar system.

Technologies

Students learn how digital and other technologies work. They learn how to create solutions with technologies through exploration, design and problem-solving.

Students learn to:

- design and safely make a product
- explore how food and clothing are produced
- explore how food can be prepared for healthy eating
- represent data as pictures, symbols, numbers and words
- understand how data can be stored online
- break down a problem into parts and sequence the steps in finding a solution
- use common digital tools to collaborate, draw, write about or share ideas
- work safely online.

The Arts

Students participate independently or in groups to express and reflect their growing understanding of the world through different art forms. They begin to learn arts technical skills.

Students learn to:

- in Dance, dance alone and with others, being aware of the space and people
- around them
- in Drama, create fictional situations based on imagination
- in Media Arts, explore how people across cultures and communities experience media arts
- in Music, explore examples of music by First Nations Australians
- in Visual Arts, explore a variety of materials to create and display their art works in informal settings.

Languages

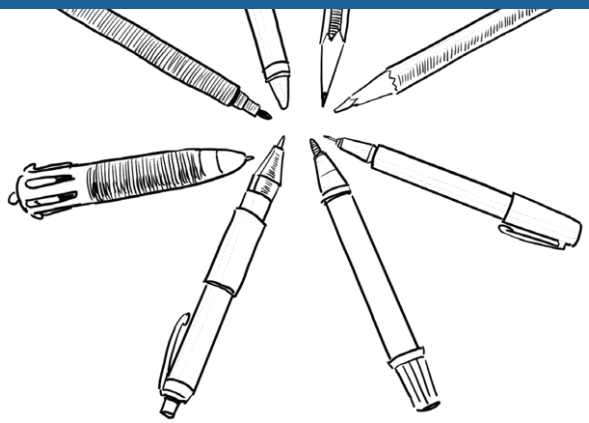
Students build on their learning of a language other than English.

Students learn to:

- use simple words and phrases to interact with others and participate in shared learning experiences
- with support, understand simple phrases and sentences that have familiar vocabulary
- with support, write some words and simple sentences
- gain insights into their own and other cultures, including First Nations Australian cultures.

The Australian Curriculum

Information for parents and carers



Years 3 and 4

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In Years 3 and 4, students become more independent. They communicate with others more effectively. English and Mathematics continue to be a priority, and literacy and numeracy are developed across all learning areas. The curriculum further builds students' essential knowledge and skills in literacy, consolidating learning to read and write.

English

Students read and write about familiar content that relates to other learning areas. Students read more difficult texts on their own, such as chapter books and non-fiction information texts.

Students learn to:

- read and understand a range of imaginative, informative and persuasive texts
- create written and multimodal texts that tell stories, persuade and explain
- recognise that images add meaning to texts
- discuss characters, events and settings in texts by First Nations Australian, Australian and world authors and illustrators
- recognise different kinds of language used in texts for different audiences and purposes
- create texts using simple and compound sentences
- use accurate spelling and punctuation, and edit their own writing
- plan and create oral and multimodal presentations
- engage in discussions to share ideas, information and opinions.

Mathematics

Students further develop their understanding of number, patterns and relationships, measurement and geometry. They represent fractions and decimals using concrete materials as they begin to conduct statistical investigations and repeated chance experiments.

Students learn to:

- choose strategies to add, subtract, multiply and divide numbers
- represent the value of money and model problems involving money transactions
- understand and recall all 4 operation facts
- represent fractions on a number line
- use algorithms to explore number patterns
- use metric units to measure temperature, length, mass and capacity of shapes and objects
- solve practical problems involving time
- use grid referenced maps
- create symmetrical geometric patterns and classify angles, shapes and objects
- conduct statistical investigations and repeated chance experiments, using digital tools.

Health and Physical Education

Students learn about changes they experience as they grow up. They develop strategies for managing those changes and transitions. They develop their proficiency across a range of movement skills as they begin to transfer their skills to different situations.

Students learn to:

- build the skills to establish, manage and strengthen relationships
- rehearse and refine strategies for seeking, giving and denying permission respectfully
- understand different strategies and behaviours that keep them safe and healthy
- use and adapt movement skills in new situations
- understand the benefits of physical activity
- look for opportunities to be active in a range of natural and outdoor places
- support fair play and teamwork.

Humanities and Social Sciences

Students draw on their growing experience of the community and beyond. They use observations and information sources to develop understandings about history, geography, and civics and citizenship.

Students learn to:

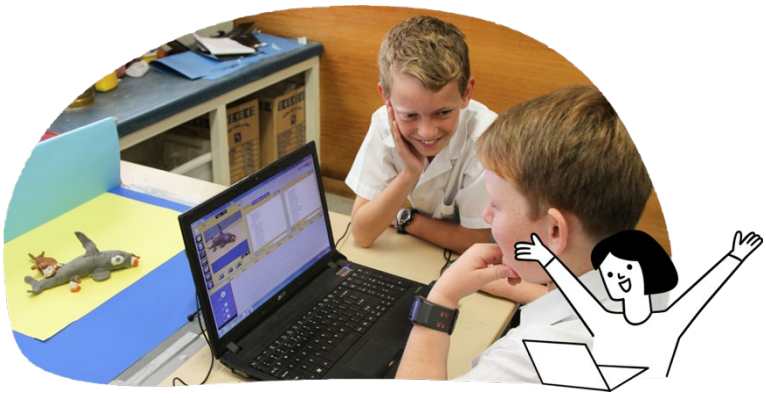
- appreciate diverse people, cultures and environments in Australia and neighbouring countries
- appreciate how different individuals and groups have contributed to their communities, past and present
- explore significant events and symbols that are important to Australia's identity and diversity, including Australia Day, Anzac Day, NAIDOC Week and National Sorry Day
- investigate the causes of the establishment of the first British colony in Australia in 1788
- explore the diversity of First Nations Australians and their continuous connection to Country/Place
- investigate the location of Australia's neighbouring countries and the similarities and differences between places
- understand the importance of environments and sustainability rules and laws
- understand how the local government makes decisions and serves their community
- explore the diversity of groups that they and others belong to, and the groups' importance to identity.

Science

Students develop their understanding about how science relates to their lives. They pose and answer questions and investigate in a more systematic way. They develop understanding of fair testing in order to explore relationships between system components.

Students learn to:

- observe heat as a form of energy
- investigate how heat effects a change of state
- observe properties of soils, rocks and minerals, and describe their importance
- explore key processes in the water cycle
- explore the action of forces on the motion of objects
- realise that living things form parts of ecosystems
- understand how scientific explanations can solve a problem.



The Arts

Students participate independently or in groups to express and reflect their growing understanding of the world through different art forms. They further develop their technical skills in The Arts and explore how others create arts works. They explore how First Nations Australians use the arts to communicate their connection to Country/Place.

Students learn to:

- in Dance, create dances to tell stories or communicate personal perspectives
- in Drama, develop performances from stories or picture books
- in Media Arts, use technologies to change images, add words and record sounds to communicate ideas
- in Music, develop listening skills, and sing and explore instruments to create music
- in Visual Arts, look at an artist's work and create their own, experimenting with materials such as paint, crayons, markers and colour pencils.

Technologies

Students build on concepts, skills and processes developed in earlier years of Design and Technologies, and Digital Technologies.

Students learn to:

- draw, label and model ideas when designing and producing solutions
- plan steps
- use a range of technologies to produce solutions and manage their time
- understand different types of data
- understand how to keep data protected
- understand safe behaviour when working online
- identify problems and solve them
- create a range of digital solutions, such as simple interactive games
- identify and use a range of digital systems and devices

Languages

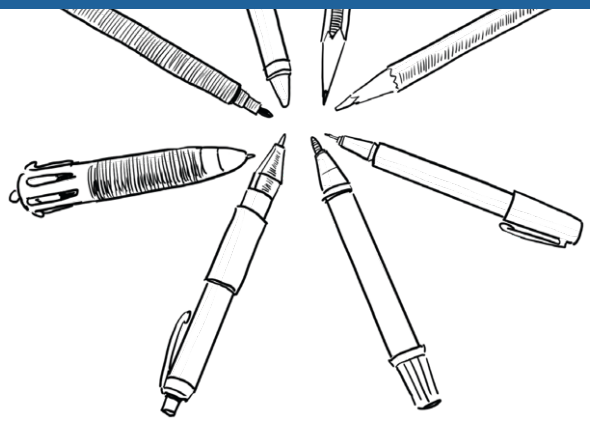
Students continue to build on their learning of a language other than English.

Students learn to:

- listen, respond and create in classroom routines, interactions and learning activities
- participate in classroom routines, interactions and learning activities by listening, responding and creating
- with modelling, learn language rules and conventions
- explore the relationship between culture and identity.

The Australian Curriculum

Information for parents and carers



Years 5 and 6

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In Years 5 and 6, students learn to take positive actions for their wellbeing. They relate to and communicate well with others. They ask challenging questions and seek answers. Students make informed decisions and act responsibly. The development of digital literacy skills increases across the curriculum at this level.

English

Students read and discuss texts for enjoyment and learning. They express their thoughts and opinions about what they have read. They write a wide variety of well-constructed texts such as reviews, reports and narratives. They transfer the literacy skills developed in English to other learning areas.

Students learn to:

- understand how authors organise their texts
- select vocabulary to represent ideas, characters and events
- discuss and compare information in different texts
- use evidence from a text to explain their response to it
- find historical, social and cultural ideas in literature by First Nations Australian, wide-ranging Australian and world authors
- create written and multimodal texts to develop and explain ideas
- write a range of sentences, including complex sentences
- use topic-specific vocabulary
- use accurate spelling and punctuation
- use speaking strategies including questioning, clarifying and rephrasing to contribute to class discussions.

Mathematics

Students extend their knowledge of the key areas of mathematics, particularly fractions, decimals and percentages. They increasingly use mathematical models, pictures and symbols to represent and communicate mathematical ideas and solve practical problems. Students learn to:

- position positive and negative numbers on a number line and use them as coordinates in the Cartesian plane
- solve problems involving addition and subtraction of fractions and decimals
- explain mental strategies and discuss the reasonableness of calculations involving all 4 operations
- apply their mathematical knowledge and skills to model and solve practical problems including financial contexts
- convert between 12- and 24-hour time and interpret timetables
- use algorithms and digital tools to experiment with numbers, describing and explaining emerging patterns
- measure length, perimeter, area, capacity and mass using appropriate metric units
- list outcomes of chance experiments
- conduct repeated chance experiments and simulations using digital tools
- compare and interpret statistical graphs
- pose appropriate questions and conduct statistical investigations.

Health and Physical Education

Students learn about changes and how to manage these transitions. They learn about their unique qualities, how relationships change over time and how to promote health. They develop more complex movement skills. They explore ways they can participate in physical activity and promote safe, equitable and fair participation for all. Students learn to:

- apply skills for coping with changes, including those associated with puberty
- refine skills to establish and manage respectful relationships, including dealing with friendships and valuing diversity
- rehearse how to communicate their intentions effectively and respectfully
- investigate different sources and types of health information
- develop more specialised skills for games, sports and other physical activities
- identify places where they can get reliable information or help about health, safety and wellbeing
- support fair play and inclusive participation.

Humanities and Social Sciences

Students draw on their growing experience of the wider world and use concrete information sources to learn about history, geography, civics and citizenship, and economics and business. Students learn to:

- investigate Australia's development from colony to nation, including impacts on different groups and the environment, and contributions of significant people and groups, including First Nations Australians
- explore people, events and ideas that led to Australia's Federation, the Constitution and democratic system of government, and changes after Federation
- explore the influence of people, including First Nations Australians, on the characteristics of a place and the management of Australian environments
- explore geographic diversity and location of places in Asia, and Australia's interconnections with other countries
- investigate the key values and features of Australia's democracy, including key institutions and their roles and responsibilities
- explore types of resources and how they satisfy needs and wants
- explore influences on consumer choices and strategies
- investigate people's participation in the community to achieve civic goals.

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