Immanuel Lutheran College

Prep-6 Curriculum Handbook 2025

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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 school 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.

Homework

At Immanuel Lutheran College we embrace the development of the whole child, emotionally, physically, academically and spiritually. As such, our homework is designed to allow our students to seek additional opportunities outside of the school hours to engage in family, sporting or cocurricular activities, along with acts of service within the community.

We believe that homework is an important aspect of the learning process. It reinforces classroom learning, builds responsibility, and encourages independent study habits. Homework is set across the year level and will be the same in all classes on that grade. At times, some homework will be differentiated in order to support the individual needs of our students. The time expectations are to be used as a guide, with the understanding that each student will approach tasks at their own skill level, and times to complete activities will vary.

Year Level	Description of Homework Expected
Prep to Year 2: Homework for Prep to Year 2 is designed to foster a love of learning while supporting foundational skills in literacy and numeracy. The expectations are as per below. **Optional Activities:** Families are welcome to use **Reading Eggs** and **MathSeeds** for additional practice. These online platforms are engaging and tailored to individual learning needs.	
Prep	**Daily Reading:** 10 minutes each night. This may include reading with a parent, carer, or independently, depending on the child's reading level. **High-Frequency Words:** Students should revise their high-frequency/spelling words to build fluency and confidence in reading and writing.
Year 1	**Daily Reading:** Students are encouraged to read for 10 minutes each night. This may include reading with a parent, carer, or independently, depending on the child's reading level. **High-Frequency Words:** Students should revise their high-frequency/spelling words to build fluency and confidence in reading and writing.
Year 2	**Daily Reading:** 10 minutes each night. This may include reading with a parent, carer, or independently, depending on the child's reading level. **Spelling Words:** Students will be working on spelling patterns during InitiaLit lessons and these will be reinforced with homework activities each week to assist with decoding/encoding in both reading and writing.
Years 3 to 6: As students progress, homework becomes more structured to support the development of discipline and deeper learning. Expectations for each year level are as follows:	
Year 3	**Daily Reading:** Students should read for 15 minutes each night. This can include independent reading and shared reading with a family member. Please note it is very important for children to continue to read aloud to establish fluency, pronunciation and automatic decoding. **Spelling Practice:** SpellEx shows your child how the spelling system works. Homework activities will support what students are learning in class. E.g. how to notice spelling patterns, apply useful strategies and learn rules and handy hints that guide our spelling choices. If possible, sit with your child as they complete their spelling homework, correcting spelling errors in a positive way. Maybe choose just a couple of 'problem' words to practise daily in a fun way, as recalling spelling can be very challenging. **Maths Online Tasks:** Students should complete set tasks on **Maths Online** to reinforce mathematical concepts taught in class, including reviewing times tables.
Year 4	**Daily Reading:** 15 minutes. This can include independent reading and shared reading with a family member. Please note it is still very important for children to continue to read aloud to establish fluency, pronunciation and expression. **Spelling Practice:** SpellEx shows your child how the spelling system works. Homework activities will support what students are learning in class. E.g. how to notice spelling patterns, apply useful strategies and learn rules and handy hints that guide our spelling choices. If possible, sit with your child as they complete their spelling homework, correcting spelling errors in a positive way. Maybe choose just a couple of 'problem' words to practise daily in a fun way, as recalling spelling can be very challenging. **Fluency Passage:** One measure of reading progress is fluency. Each night the students will have a short passage to record and submit to their teacher via Teams on the iPad. **Maths Online Tasks:** Students should complete set tasks on **Maths Online** to reinforce mathematical concepts taught in class, including times tables.

Year 5	**Daily Reading:** 20 minutes. This can include independent reading and shared reading with a family member. Please note it is still very important for children to continue to read aloud to establish fluency, pronunciation and expression. **Spelling Practice:** SpellEx shows your child how the spelling system works. Homework activities will support what students are learning in class. E.g. how to notice spelling patterns, apply useful strategies and learn rules and handy hints that guide our spelling choices. If possible, sit with your child as they complete their spelling homework, correcting spelling errors in a positive way. Maybe choose just a couple of 'problem' words to practise daily in a fun way, as recalling spelling can be very challenging. **Fluency Passage:** One measure of reading progress is fluency. Each night the students will have a short passage to record and submit to their teacher via Teams on the iPad. **Maths Online Tasks:** Students should complete set tasks on **Maths Online** to reinforce mathematical concepts taught in class, including times tables.
Year 6	**Daily Reading:** Students should read for 20 minutes each night, choosing texts that challenge and engage them. **Spelling Practice:** Nightly spelling practice remains a key focus to enhance vocabulary and written communication skills. **Maths Online Tasks:** Students are to complete assigned tasks on **Maths Online** to support their numeracy development. **Some additional project or assignment work** may be sent home each term. This aims to assist students in managing time to meet a deadline, which is an essential skill as they transition into Secondary School.

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 organised interview is held around 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 organised 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 (DHOPS) and/or the Learning Enhancement Coordinator. The DHOPS 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	The Director of Wellbeing will be able to assist with any aspects related to student wellbeing or behaviour.

Wellbeing	This includes playground issues, friendship concerns, social or emotional support required, school attendance and separation anxieties, 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 8:00-8:25am 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
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					
2.55pm	Pastoral Care	5 mins					

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							
Handwriting							
Keyboarding							

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, partitioning •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; ⅓; ¼; ⅕; 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

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.

What Science topics and skills are students likely to learn about?

	Biological Sciences	Chemical Sciences	Earth & Space Sciences	Physical Sciences
Prep	Group plants and animals based on external features.	Describe the observable properties of materials that make up objects.		Identify factors that influence the movement of objects.
Year 1	Identify how living things meet their needs in the places they live.		Identify daily and seasonal changes and describe ways these changes affect their everyday life.	Describe how different pushes and pulls change the motion and shape of objects.
Year 2		Identify ways to change materials without changing their material composition.	Identify celestial objects and describe patterns they observe in the sky.	Demonstrate how different sounds can be produced and describe the effect of sound energy on objects.
Year 3	Classify and compare living and non-living things and different life cycles.	Classify solids and liquids based on observable properties and describe how to cause a change of state.	Describe the observable properties of soils, rocks and minerals and describe their importance as resources.	Identify sources of heat energy and examples of heat transfer and explain changes in the temperature of objects.
Year 4	Identify the roles of organisms in a habitat and construct food chains.	Relate the uses of materials to their properties.	Identify key processes in the water cycle and describe how water cycles through the environment.	Identify forces acting on objects and describe their effect.
Year 5	Explain how the form and behaviour of living things enables survival.	Relate the particulate arrangement of solids, liquids and gases to their observable properties.	Describe key processes that change Earth's surface.	Identify sources of light and model the transfer of light to explain observed phenomena.
Year 6	Explain how changes in physical conditions affect living things.	Classify and compare reversible and irreversible changes to substances.	Model the relationship between the sun and planets of the solar system and explain how the relative positions of Earth and the sun relate to observed phenomena on Earth.	Identify the role of circuit components in the transfer and transformation of electrical energy.

Technologies

The Technologies Curriculum covers both Digital and Design Technologies. This learning area helps students develop the knowledge, understanding, and skills to work individually and collaboratively to create solutions. Students learn to investigate, design, plan, manage, and evaluate their ideas while being creative, innovative, and adaptable with both traditional and emerging technologies. They also explore how technologies have evolved over time and consider the ethical, social, and environmental impacts of technology to make responsible decisions for a sustainable future. Through this process, students gain confidence in selecting and using appropriate tools, materials, data, and systems to solve problems and meet needs.

The Arts

All five strands of The Arts (Dance, Drama, Media, Music, and Visual Art) are taught from Prep to Year 6 by teachers with a specialty in one or more of these domains. Through the arts, people share stories, ideas, knowledge and understanding. The Arts engages our senses and gives us ways to imagine, celebrate, communicate and challenge ways of knowing, being, doing and becoming.

What are students likely to learn about?

In Dance, students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, and responding to dance and dance making. Students experience and explore dance created and performed across diverse contexts, styles and forms, and build understanding of how dance uses the body and movement to communicate ideas and meaning.

In Drama, students create, perform and respond to drama as artists and audiences. They learn to use, manage and manipulate the elements and conventions of drama across a range of dramatic forms and styles. Students learn in, through and about drama as they create dramatic action and communicate dramatic meaning.

In Media Arts, students use images, sound, text, interactive elements and technologies to creatively explore, produce and interpret stories about people, ideas and the world around them. They explore the diverse cultural, social and organisational influences on media practices, and draw on this understanding when producing and responding to media arts works.

In Music, students listen to, compose and perform music from a diverse range of styles, cultures, traditions and contexts. They create, organise, manipulate and share sounds in time and space, and critically analyse music. Music practices are aurally based and focus on developing and applying knowledge and skills through sustained musical engagement and experiences.

In Visual Arts, students learn in, through and about visual arts practices, including the fields of art, craft and design. They experience and explore visual artworks created by artists working in diverse contexts, styles and forms, and build understanding of the significance and impact of visual arts practice and culture for themselves and local and global communities.

Appendix 1 – ACARA Curriculum Information for Parents

The Australian Curriculum, Assessment and Reporting Authority (ACARA) provides clear guidelines as to what is to be covered in each year level through the Australian Curriculum documents. The following parent information produced by ACARA gives a clear overview of curriculum content in the Primary School.

Prep