

BOONDALL STATE SCHOOL PREP: YEAR LEVEL PLAN

ENGLISH	7 hours/week	Year Level Description	<p>The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will develop and strengthen these as needed.</p> <p>In the Foundation year, students communicate with peers, teachers, known adults and students from other classes. Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as some texts designed to inform. These include traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances. They participate in shared reading, viewing and storytelling using a range of literary texts, and recognise the entertaining nature of literature.</p> <p>The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. Literary texts that support and extend Foundation students as beginner readers include decodable and predictable texts that range from caption books to books with one or more sentences per page. These texts involve straightforward sequences of events and everyday happenings with recognisable, realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest; a small range of language features, including simple and compound sentences; mostly familiar vocabulary, known, high-frequency words and single-syllable words that can be decoded phonically, and illustrations that strongly support the printed text.</p> <p>Students create a range of imaginative, informative and persuasive texts including pictorial representations, short statements, performances, recounts and poetry.</p>											
		Title	Boondall English Unit 1 (adapted from C2C unit 1)			Boondall English Unit 2 (adapted from C2C unit 2)			Boondall English Unit 3 (adapted from C2C unit 3)			Boondall English Unit 4 (adapted from C2C unit 4)		
		Unit description	Enjoying our new world			Enjoying and retelling stories			Interacting with others			Responding to text		
			Students listen to and read texts to explore predictable text structures and common visual patterns in a range of literary and non-literary texts, including fiction and non-fiction books and everyday texts. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations and routines and transitions.	Students listen to and engage with a range of literary and non-literary texts with a focus on exploring how language is used to entertain through retelling events. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations, and routines and transitions. Students sequence events from a range of texts and select a favourite story to retell to a small group of classmates. They prepare for their spoken retelling by drawing events in sequence and writing simple sentences.	Students listen to, view and interpret a range of multimodal texts, including poetry and rhymes, to develop an understanding of sound and letter knowledge and a range of language features. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning-focused teaching and learning, play, real-life situations, investigations and routines and transitions. Students create a rhyming verse and recite it to a familiar audience. They listen while others present their rhyme and show knowledge of rhyme by identifying the rhyming words that they have used	Students have multiple opportunities to read, examine and respond to and explore letter text structure and organisation. Students create a written letter that includes illustrations. They explore and experiment with the creation of an imaginative story. They engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning - focused teaching and learning, play, real-life situations, investigations and routines and transitions.								
		AAP	Approaches			Approaches			Approaches			Approaches		
			Event Based	Project	Explicit instruction	Event Based	Project	Explicit instruction	Event Based	Project	Explicit instruction	Event Based	Project	Explicit instruction
			Direct teaching / Instruction	Play-based Learning	Inquiry Learning	Direct teaching / Instruction	Play-based Learning	Inquiry Learning	Direct teaching / Instruction	Play-based Learning	Inquiry Learning	Direct teaching / Instruction	Play-based Learning	Inquiry Learning
		<p>Student responses to summative assessment tasks provides evidence of their learning and represents their achievements over reporting period. The assessment tasks should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.</p>												
		Assessment purpose statement	<p>Monitoring</p> <ul style="list-style-type: none"> Letter sound knowledge Sight words Beginning reading behaviours 	<p>Retell a story</p> <p>Students recalls one or two events from a text, demonstrates clear communication and personal connection to a familiar story through retelling events to peers.</p> <p>Monitoring</p> <ul style="list-style-type: none"> Letter sound knowledge Sight words Reading behaviours 	<p>Create and recite a rhyme</p> <p>Students listen and demonstrate knowledge of rhyme through spoken communication.</p> <p>Responding to a rhyming story</p> <p>Students communicate an opinion about a familiar rhyming story and identify the use of rhyme.</p> <p>Monitoring</p> <ul style="list-style-type: none"> Letter sound knowledge Sight words Reading behaviours 	<p>Reading and comprehension</p> <p>Students read aloud and respond orally to comprehension questions.</p> <p>Writing and creating a response to a story</p> <p>Students write a letter to a year one teacher and create a supporting image or illustration.</p> <p>Monitoring</p> <ul style="list-style-type: none"> Letter sound knowledge Sight words Reading behaviours 								
		Assessment Conventions	<p>Text</p> <p>Techniques - one-on-one response</p> <p>Mode - spoken</p> <p>Conditions - individual</p>	<p>Text - Informative response</p> <p>Techniques - one-on-one response, observations during class</p> <p>Mode - spoken</p> <p>Conditions - individual</p>	<p>Text - Informative response</p> <p>Techniques - one-on-one response, observations during class</p> <p>Mode - spoken</p> <p>Conditions - individual</p>	<p>Text - written response, short answer questions</p> <p>Techniques - one-on-one response</p> <p>Mode – spoken, written</p> <p>Conditions - individual</p>								

Aspect of achievement standard	<p>Receptive modes (listening, reading and viewing) By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.</p> <p>They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. They recognise the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words. They use appropriate interaction skills to listen and respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.</p> <p>Productive modes (speaking, writing and creating) Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.</p> <p>In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, and orally blend and segment sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.</p> <p>Taught</p>	<p>Receptive modes (listening, reading and viewing) By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.</p> <p>They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. They recognise the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words. 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They correctly form known upper- and lower-case letters.</p> <p>Taught Assessed</p>	<p>Receptive modes (listening, reading and viewing) By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.</p> <p>They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. They recognise the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words. 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	All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in English.			
	General capabilities and cross-curriculum priorities	Opportunities to engage with: 	Opportunities to engage with: 	Opportunities to engage with:
	Key	<p>General capabilities</p> <ul style="list-style-type: none"> Literacy Numeracy Information and Communication Technology (ICT) Capability 	<ul style="list-style-type: none"> Personal and Social Capability Ethical Understanding Intercultural Understanding Critical and Creative thinking 	<p>Cross-curriculum priorities</p> <ul style="list-style-type: none"> Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability

Content descriptions for Prep English	Review for balance and coverage of content descriptions	Language	Semester 1		Semester 2	
			BSS Unit 1	BSS Unit 2	BSS Unit 3	BSS Unit 4
		Language variation and change				
		Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)	✓	✓		
		Language for interaction				
		Explore how language is used differently at home and school depending on the relationships between people (ACELA1428)		✓		
Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)	✓		✓	✓		
Text structure and organisation						

Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)	✓	✓	✓	✓
Understand that some language in written texts is unlike everyday spoken language (ACELA1431)	✓	✓		✓
Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432)		✓	✓	✓
Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433)	✓	✓	✓	✓
Expressing and developing ideas				
Recognise that sentences are key units for expressing ideas (ACELA1435)		✓	✓	✓
Recognise that texts are made up of words and groups of words that make meaning (ACELA1434)		✓	✓	✓
Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)	✓	✓		
Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)	✓	✓	✓	✓
Phonic and word knowledge				
Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (ACELA1439)		✓	✓	✓
Recognise and name all upper and lower case letters (graphemes) and know the most common sound that each letter represents (ACELA1440)	✓	✓	✓	✓
Understand how to use knowledge of letters and sounds including onset and rime to spell words (ACELA1438)			✓	✓
Know how to read and write some high-frequency words and other familiar words (ACELA1817)	✓	✓	✓	✓
Understand that words are units of meaning and can be made of more than one meaningful part (ACELA1818)				✓
Segment sentences into individual words and orally blend and segment onset and rime in single syllable spoken words, and isolate, blend and manipulate phonemes in single syllable words (ACELA1819)		✓	✓	✓
Write consonant-vowel-consonant (CVC) words by representing some sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words (ACELA1820)	✓	✓	✓	✓
Literature	Semester 1		Semester 2	
	BSS Unit 1	BSS Unit 2	BSS Unit 3	BSS Unit 4
Literature and context				
Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)	✓	✓	✓	✓
Responding to literature				
Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)	✓	✓	✓	✓
Share feelings and thoughts about the events and characters in texts (ACELT1783)		✓	✓	
Examining literature				
Identify some features of texts including events and characters and retell events from a text (ACELT1578)		✓	✓	✓
Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)			✓	✓
Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)			✓	
Creating literature				
Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)	✓	✓		
Innovate on familiar texts through play (ACELT1831)		✓	✓	
Literacy	Semester 1		Semester 2	
	BSS Unit 1	BSS Unit 2	BSS Unit 3	BSS Unit 4
Texts in context				
Identify some familiar texts and the contexts in which they are used (ACELY1645)	✓		✓	
Interacting with others				
Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)	✓	✓	✓	✓
Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)		✓	✓	
Deliver short oral presentations to peers (ACELY1647)		✓	✓	
Interpreting, analysing, evaluating				
Identify some differences between imaginative and informative texts (ACELY1648)	✓	✓	✓	✓
Read decodable and predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)			✓	✓

	Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)	✓	✓	✓	✓
	Creating texts				
	Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)		✓	✓	✓
	Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652)				✓
	Produce some lower case and upper case letters using learned letter formations (ACELY1653)		✓	✓	✓
	Construct texts using software including word processing programs (ACELY1654)				✓

MATHEMATICS 5 hours/week	Year Level Description The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies. At this year level: <ul style="list-style-type: none"> • understanding includes connecting names, numerals and quantities • fluency includes readily counting numbers in sequences, continuing patterns and comparing the lengths of objects • problem-solving includes using materials to model authentic problems, sorting objects, using familiar counting sequences to solve unfamiliar problems and discussing the reasonableness of the answer • reasoning includes explaining comparisons of quantities, creating patterns and explaining processes for indirect comparison of length. 																																				
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	Aspect of Achievement Standard By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location. Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information and make simple inferences. Taught Assessed	By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location. Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information and make simple inferences. Taught Assessed	By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location. Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information and make simple inferences. Taught Assessed	By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location. Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information and make simple inferences. Taught Assessed

All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in Mathematics.

General capabilities and cross-curriculum priorities	Opportunities to engage with: 			
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Key	General capabilities		Cross-curriculum priorities	
	<ul style="list-style-type: none"> Literacy Numeracy Information and Communication Technology (ICT) Capability 	<ul style="list-style-type: none"> Personal and Social Capability Ethical Understanding Intercultural Understanding Critical and Creative thinking 	<ul style="list-style-type: none"> Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability 	

Content descriptions for Prep Mathematics	Review for balance and coverage of content descriptions	Number and Algebra	Semester 1		Semester 2	
			C2C Unit 1	C2C Unit 2	C2C Unit 3	C2C Unit 4
		Number and place value				
		Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (ACMNA001)	✓	✓	✓	✓
		Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002)	✓	✓	✓	✓
		Subitise small collections of objects (ACMNA003)		✓	✓	
		Compare, order and make correspondences between collections, initially to 20, and explain reasoning (ACMNA289)	✓	✓	✓	✓
		Represent practical situations to model addition and sharing (ACMNA004)			✓	✓
		Patterns and Algebra				
		Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings (ACMNA005)	✓	✓	✓	✓
		Measurement and Geometry	Semester 1		Semester 2	
			C2C Unit 1	C2C Unit 2	C2C Unit 3	C2C Unit 4
		Using units of measurement				
		Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language (ACMMG006)	✓	✓	✓	✓
		Compare and order the duration of events using the everyday language of time (ACMMG007)	✓	✓	✓	✓
		Connect days of the week to familiar events and actions (ACMMG008)	✓	✓	✓	✓
		Shape				
		Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment (ACMMG009)		✓		✓
		Location and transformation				
		Describe position and movement (ACMMG010)	✓	✓		✓
Statistics and Probability	Semester 1		Semester 2			
	C2C Unit 1	C2C Unit 2	C2C Unit 3	C2C Unit 4		
Data representation and interpretation						
Answer yes/no questions to collect information (ACMSP011)			✓			

SCIENCE	1 hour/week	Year Level Description	The Science content includes the three strands of science understanding, science inquiry skills and science as a human endeavour. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher. Incorporating the key ideas of science From Foundation to Year 2, students learn that observations can be organised to reveal patterns, and that these patterns can be used to make predictions about phenomena. In Foundation, students observe and describe the behaviours and properties of everyday objects, materials and living things. They explore change in the world around them, including changes that impact on them, such as the weather, and changes they can effect, such as making things move or change shape. They learn that seeking answers to questions they pose and making observations is a core part of science and use their senses to gather different types of information.											
		Unit Description	C2C Unit 1			C2C Unit 2			C2C Unit 4			C2C Unit 3		
			BIOLOGICAL SCIENCES Our living world			CHEMICAL SCIENCES Our material world			PHYSICAL SCIENCES Move it, move it			EARTH & SPACE SCIENCES Weather watch		
			Inquiry Question: What do living things need to survive? Students use their senses to observe the needs of living things, both animals and plants. They begin to understand that observing is an important part of science and that scientists discuss and record their observations. Students learn that the survival of all living things is reliant on basic needs being met, and there are consequences when needs are not met. They analyse different types of environments and how each provides for the needs of living things. Students consider the impact of human activity and natural events on basic needs. They share ideas about how they can support and protect living things in the school grounds.			Inquiry Question: Students examine familiar objects using their senses and understand that objects are made of materials that have observable properties. Through exploration, investigation and discussion, students learn how to describe the properties of the materials from which objects are made and how to pose science questions. Students observe and analyse the reciprocal connection between properties of materials, objects and their uses so that they recognise the scientific decision making that occurs in everyday life. Students conduct investigations to determine suitability of materials for a particular purpose and share their ideas and observations using scientific language and representations.			Inquiry Question: Students engage in activities from the five contexts of learning: Play, Real-life situations, Investigations, Routines and transitions, and Focused learning and teaching. Students use their senses to observe and explore the properties and movement of objects. They recognise that science involves exploring and observing using the senses. Students engage in hands on investigations and respond to questions about the factors that influence movement. They share and reflect on observations and ideas and represent what they observe. Students have the opportunity to apply and explain knowledge of movement in a familiar situation.			Inquiry Question: Students use their senses to explore and observe the weather in their local environment and learn that we can record our observations using symbols. Students observe that weather can change and identify the features that reflect a change in the weather. They are given opportunities to reflect on the impact of these changes on themselves, in particular on clothing, shelter and activities, through various cultural perspectives. They begin to realise that weather conditions are not the same for everyone. Students also learn about the impact of daily and seasonal changes on plants and animals. Throughout the unit students reflect on how the weather affects living things and have opportunities to communicate their observations about the weather.		
AAP	Approaches			Approaches			Approaches			Approaches				
	Event Based	Project	Explicit instruction	Event Based	Project	Explicit instruction	Event Based	Project	Explicit instruction	Event Based	Project	Explicit instruction		
	Direct teaching / Instruction	Play-based Learning	Inquiry Learning	Direct teaching / Instruction	Play-based Learning	Inquiry Learning	Direct teaching / Instruction	Play-based Learning	Inquiry Learning	Direct teaching / Instruction	Play-based Learning	Inquiry Learning		

<p>Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.</p>					
	<p>Assessment</p>	<p>Exploring our living world <i>Collection of work</i> Students represent, share and reflect on observations about the needs of living things and how an environment can affect them. They ask and respond to science questions.</p>	<p>Making a wind ornament <i>Project</i> Students describe the observable properties of materials from which an object is made. They ask and respond to questions and share and reflect on observations.</p>	<p>Investigating movement <i>Supervised Assessment</i> Students describe the properties and behaviour of familiar objects. Students share and reflect on observations and ask questions about familiar objects.</p>	<p>Examining the weather <i>Checklist</i> Students suggest how the weather affects themselves and other living things. They share observations about the weather.</p>
	<p>Assessment Conventions</p>	<p>Text - Informed response Technique - 1 on 1 Mode - Spoken Conditions - Individual</p>	<p>Text - Informed response, project Technique - 1 on 1 Mode - Spoken Conditions - Individual</p>	<p>Text - Informed response Technique - 1 on 1 Mode - Spoken Conditions - Individual</p>	<p>Text - Informed response, written response Technique - 1 on 1 Mode - Spoken, written/drawing Conditions - Individual</p>
	<p>Aspect of Achievement Standard</p>	<p>In this unit, assessment of student learning aligns to the following aspects of the achievement standard. By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things. Students share and reflect on observations, and ask and respond to questions about familiar objects and events. Taught Assessed</p>	<p>By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things. Students share and reflect on observations, and ask and respond to questions about familiar objects and events. Taught Assessed</p>	<p>By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things. Students share and reflect on observations, and ask and respond to questions about familiar objects and events. Taught Assessed</p>	<p>By the end of the Foundation year, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things. Students share and reflect on observations, and ask and respond to questions about familiar objects and events. Taught Assessed</p>
<p>All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in Science.</p>					
<p>General capabilities and cross-curriculum priorities</p>	<p>Opportunities to engage with: </p>	<p>Opportunities to engage with: </p>	<p>Opportunities to engage with: </p>	<p>Opportunities to engage with: </p>	
<p>Key</p>	<p>General capabilities Literacy Numeracy Information and Communication Technology (ICT) Capability</p>	<p> Personal and Social Capability Ethical Understanding Intercultural Understanding Critical and Creative thinking</p>	<p>Cross-curriculum priorities Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability</p>		

Content descriptions for Prep Science	Review for balance and coverage of content descriptions	Semester 1		Semester 2	
		C2C Unit 1	C2C Unit 2	C2C Unit 4	C2C Unit 3
Science Understanding					
Biological sciences					
Living things have basic needs, including food and water (ACSSU002)		✓			
Chemical sciences					
Objects are made of materials that have observable properties (ACSSU003)			✓	✓	
Earth and space sciences					
Daily and seasonal changes in our environment affect everyday life (ACSSU004)					✓
Physical sciences					
The way objects move depends on a variety of factors, including their size and shape (ACSSU005)			✓	✓	
Science as a Human Endeavour					
		C2C Unit 1	C2C Unit 2	C2C Unit 3	C2C Unit 4
Nature and development of science					
Science involves observing, asking questions about, and describing changes in, objects and events (ACSHE013)			✓	✓	✓
Science Inquiry Skills					
		C2C Unit 1	C2C Unit 2	C2C Unit 3	C2C Unit 4
Questioning and predicting					
Pose and respond to questions about familiar objects and events (AC SIS014)			✓	✓	✓
Planning and conducting					
Participate in guided investigations and make observations using the senses (AC SIS011)		✓	✓	✓	✓
Processing and analysing data and information					
Engage in discussions about observations and represent ideas (AC SIS233)		✓	✓	✓	✓
Communicating					
Share observations and ideas (AC SIS012)		✓	✓	✓	✓

Year Level Description	<p>My personal world The Foundation curriculum focuses on developing students' understanding of their personal worlds, including their personal and family histories and the places they and their families live in and belong to. The emphasis is on the student's own history and their own place. They explore why places are special to them and others. As students explore the people and features of their social and physical worlds, they examine representations of place and sources, which may include stories from family members and from different cultures. They may also study places of similar size that are familiar to them or that they are curious about, coming to see how people feel about and look after places. Learning about their own heritage and their own place contributes to students' sense of identity and belonging, beginning the idea of active citizenship. The content provides opportunities for students to begin to develop humanities and social sciences understanding through key concepts including significance, continuity and change, place and space and perspectives. These concepts may provide a focus for inquiries and be investigated across sub-strands or within a particular sub-strand context. The content at this year level is organised into two strands: knowledge and understanding, and inquiry and skills. The knowledge and understanding strand draws from two sub-strands: history and geography. These strands (knowledge and understanding, and inquiry and skills) are interrelated and have been developed to be taught in an integrated way, which may include integrating with content from the sub-strands and from other learning areas, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions. Inquiry Questions A framework for developing students' knowledge, understanding and skills is provided by inquiry questions. The following inquiry questions allow for connections to be made across the sub-strands and may be used or adapted to suit local contexts: inquiry questions are also provided for each sub-strand that may enable connections within the humanities and social sciences learning area or across other learning areas.</p> <ul style="list-style-type: none"> Who am I, where do I live and who came before me? Why are some places and events special and how do we know? 																
	C2C Unit 1			C2C Unit 1													
Unit Description	<p>My Family History</p> <p>Inquiry questions: <i>What is my history and how do I know?</i></p> <p>Students:</p> <ul style="list-style-type: none"> explore the nature and structure of families identify their own personal history, particularly their own family backgrounds and relationships examine diversity within their family and others investigate familiar ways family and friends commemorate past events that are important to them recognise how stories of families and the past can be communicated through sources that represent past events present stories about personal and family events in the past that are commemorated. 			<p>My Special Places</p> <p>Inquiry questions: <i>What are places like and what makes them special?</i></p> <p>Students:</p> <ul style="list-style-type: none"> draw on studies at the personal scale, including places where they live or other places that are familiar to them understand that a 'place' has features and a boundary that can be represented on maps or globes recognise that what makes a 'place' special depends on how people view the place or use the place observe and represent the location and features of places using pictorial maps and models examine sources to identify ways that people care for special places describe special places and the reasons they are special to people reflect on learning to suggest ways they could contribute to the caring of a special place. 													
	<p>Approaches</p> <table border="1"> <tr> <td>Event Based</td> <td>Project (Show and Tell)</td> <td>Explicit instruction</td> </tr> <tr> <td>Direct teaching / Instruction</td> <td>Play-based Learning</td> <td>Inquiry Learning</td> </tr> </table>			Event Based	Project (Show and Tell)	Explicit instruction	Direct teaching / Instruction	Play-based Learning	Inquiry Learning	<p>Approaches</p> <table border="1"> <tr> <td>Event Based</td> <td>Project</td> <td>Explicit instruction</td> </tr> <tr> <td>Direct teaching / Instruction</td> <td>Play-based Learning</td> <td>Inquiry Learning</td> </tr> </table>			Event Based	Project	Explicit instruction	Direct teaching / Instruction	Play-based Learning
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Assessment	<p>Assessment task To explore important events celebrated in their lives, and to identify how people and objects help them to remember.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> identify important events in their own lives, including an event that is commemorated by their family identify how they, their families and friends know about their past recognise how important family events are commemorated sequence familiar events in order respond to questions about their own past relate a story about an important event from their past. 			<p>Assessment task To identify, represent and describe the features of familiar places, and suggest ways to care for these places.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> describe features of familiar places recognise that places can be represented on maps and models observe the familiar features of places and represent these features and their locations on pictorial maps and models reflect on their learning to suggest ways to care for a familiar place share and compare their observations about a familiar place. 													
	<p>Text - Informed response, historical recount Technique - 1 on 1, extended response Mode - Spoken, written Conditions - Individual</p>			<p>Text -Informed response, written response Technique - 1 on 1, written/drawing Mode - Spoken, written Conditions - Individual</p>													
Aspect of Achievement Standard	<p>By the end of Foundation Year, students identify important events in their own lives and recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. They identify how they, their families and friends know about their past and commemorate events that are important to them.</p>			<p>By the end of Foundation Year, students identify important events in their own lives and recognise why some places are special to people. They describe the features of familiar places and recognise that places can be represented on maps and models. They identify how they, their families and friends know about their past and commemorate events that are important to them. Students respond to questions about their own past and places they belong to. They sequence familiar events in</p>													

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Assessed

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Assessed

All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in the relevant subject.

General capabilities and cross-curriculum priorities

Opportunities to engage with:



Opportunities to engage with:



Key

General capabilities

- Literacy
- Numeracy
- Information and Communication Technology (ICT) Capability

Cross-curriculum priorities

- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia's Engagement with Asia
- Sustainability

Content descriptions for Prep Humanities and Social Sciences	Review for balance and coverage of content descriptions	C2C Unit	
		1	2
Knowledge and Understanding			
My personal world			
Who the people in their family are, where they were born and raised and how they are related to each other (ACHASSK011)		✓	
How they, their family and friends commemorate past events that are important to them (ACHASSK012)		✓	
How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums (ACHASSK013)		✓	
The representation of the location of places and their features on simple maps and models (ACHASSK014)			✓
The places people live in and belong to, their familiar features and why they are important to people (ACHASSK015)			✓
The Aboriginal or Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal peoples and Torres Strait Islander Peoples (ACHASSK016)			✓
The reasons why some places are special to people, and how they can be looked after (ACHASSK017)			✓
Inquiry and Skills			
		1	2
Questioning			
Pose questions about past and present objects, people, places and events (ACHASSI001)		✓	
Researching			
Collect data and information from observations and identify information and data from sources provided (ACHASSI002)		✓	✓
Sort and record information and data, including location, in tables and on plans and labelled maps (ACHASSI003)			✓
Sequence familiar objects and events (ACHASSI004)		✓	
Analysing			
Explore a point of view (ACHASSI005)			✓
Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI006)		✓	
Interpret data and information displayed in pictures and texts and on maps (ACHASSI007)		✓	✓
Evaluating and reflecting			
Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI008)		✓	✓
Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI009)			✓
Communicating			
Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location (ACHASSI010)		✓	✓

THE ARTS	0.5 hour/week	Band Description	<p>In Foundation to Year 2, learning in The Arts builds on the Early Years Learning Framework. Students are engaged through purposeful and creative play in structured activities, fostering a strong sense of wellbeing and developing their connection with and contribution to the world. In the Foundation Year, students undertake The Arts appropriate for their level of development. They explore the arts and learn how artworks can represent the world and that they can make artworks to represent their ideas about the world. They share their artworks with peers and experience being an audience to respond to others' art making. As they experience the arts, students draw on artworks from a range of cultures, times and locations. They explore the arts of Aboriginal and Torres Strait Islander Peoples and of the Asia region and learn that they are used for different purposes. While the arts in the local community should be the initial focus for learning, students are also aware of and interested in the arts from more distant locations and the curriculum provides opportunities to build on this curiosity. As they make and respond to artworks, students explore meaning and interpretation, forms and processes, and social and cultural contexts of the arts. They make early evaluations of artworks expressing what they like and why. Students learn about safe practices in the arts through making and responding safely in the different arts subjects. They experience the role of artist and they respond to feedback in their art making. As an audience, they learn to focus their attention on artworks presented and to respond to artworks appropriately. In Foundation to Year 2, students learn to be an audience for different arts experiences within the classroom. In Visual Arts, students:</p> <ul style="list-style-type: none"> become aware of visual conventions and learn to notice visual detail explore how and why artworks are created and ways to use and apply visual conventions, such as line, shape, colour and texture learn how their ideas or subject matter can be developed through different forms, styles, techniques, materials and technologies learn about how and why artists, craftspeople and designers present their ideas through different visual representations, practices, processes and viewpoints. 	<p>In Foundation to Year 2, learning in The Arts builds on the Early Years Learning Framework. Students are engaged through purposeful and creative play in structured activities, fostering a strong sense of wellbeing and developing their connection with and contribution to the world. In the Foundation Year, students undertake The Arts appropriate for their level of development. They explore the arts and learn how artworks can represent the world and that they can make artworks to represent their ideas about the world. They share their artworks with peers and experience being an audience to respond to others' art making. As they experience the arts, students draw on artworks from a range of cultures, times and locations. They explore the arts of Aboriginal and Torres Strait Islander Peoples and of the Asia region and learn that they are used for different purposes. While the arts in the local community should be the initial focus for learning, students are also aware of and interested in the arts from more distant locations and the curriculum provides opportunities to build on this curiosity. As they make and respond to artworks, students explore meaning and interpretation, forms and processes, and social and cultural contexts of the arts. They make early evaluations of artworks expressing what they like and why. Students learn about safe practices in the arts through making and responding safely in the different arts subjects. They experience the role of artist and they respond to feedback in their art making. As an audience, they learn to focus their attention on artworks presented and to respond to artworks appropriately. In Foundation to Year 2, students learn to be an audience for different arts experiences within the classroom. In Media Arts, students:</p> <ul style="list-style-type: none"> become aware of structure, intent, character and settings in ideas and stories explore ideas and learn about composition, sound and technologies to construct stories learn how their ideas can be communicated through selecting and organising the elements of media arts.
		Unit Description	<p style="text-align: center;">Visual Arts</p> <p>Students explore how visual language can be used to communicate and relate to mood and experiences. Students:</p> <ul style="list-style-type: none"> explore the depiction of weather in artworks by a range of artists, including Aboriginal and Torres Strait Islander peoples and Asian artists and use this to develop their own artworks experiment with visual conventions (collage and painting approaches, spatial devices) to manipulate colour and effects to communicate meaning display artworks and share ideas about choices made for visual language, techniques and processes in their artworks describe and interpret mood and atmosphere created by weather in artworks. 	<p style="text-align: center;">Media Arts</p> <p>Students create media artworks to present a story about their family. Students:</p> <ul style="list-style-type: none"> explore how visual and oral representations can communicate meaning to an audience using recorded audio of students telling their story with accompanying drawings experiment with images, sound and narrative structure of beginning, middle and end to communicate personal and perhaps changed interpretation of a shared story present stories in digital form to communicate ideas describe and discuss the narratives of other students and artists, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples to respond to meaning and visual language
		Achievement Standard	<p>Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.</p> <p>By the end of Year 2, students describe artworks they make and view and where and why artworks are made and presented. Students make artworks in different forms to express their ideas, observations and imagination, using different techniques and processes.</p> <p>Taught Assessed</p> <p>Students will be exploring these areas of the curriculum and these will not be assessed during the Prep Year.</p>	<p>By the end of Year 2, students communicate about media artworks they make and view, and where and why media artworks are made. Students make and share media artworks using story principles, composition, sound and technologies.</p> <p>Taught Assessed</p> <p>Students will be exploring these areas of the curriculum and these will not be assessed during the Prep Year.</p>
		General capabilities and cross-curriculum priorities	<p>Opportunities to engage with:</p>	<p>Opportunities to engage with:</p>

Key	General capabilities  Literacy  Numeracy  Information and Communication  Technology (ICT) Capability	Cross-curriculum priorities  Aboriginal and Torres Strait Islander Histories and Cultures  Asia and Australia's Engagement with Asia  Sustainability
Content descriptions for Years Prep to 2 ARTS Review for balance and coverage of Content Descriptions and Concepts in each unit	Years Prep to 2 Content Descriptions VISUAL ARTS	
	Explore ideas, experiences, observation and imagination to create visual artworks and design, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations (ACAVAM106)	✓
	Use and experiment with different materials, techniques, technologies and process to make artworks (ACAVAM107)	✓
	Create and display artworks to communicate ideas to an audience (ACAVAM108)	✓
	Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR109)	✓
	<p><i>Content Descriptions in each Arts subject focus on similar concepts and skills that across the bands, present a developmental sequence of knowledge, understanding and skills. The concepts for each subject are derived from the Content Descriptions and Achievement Standards, and are supported by The Arts viewpoints of contexts, knowledge, evaluations and judgments.</i></p>	
	Years Prep to 2 Content Descriptions MEDIA ARTS	
	Explore ideas, characters and settings in the community through stories in images, sounds and text (ACAMAM054)	✓
	Use media technology to capture and edit images, sounds and text for a purpose (ACAMAM055)	✓
	Create and present media artworks that communicate ideas and stories to an audience (ACAMAM056)	✓
Respond to media artworks and consider where and why people make media artworks, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples (ACAMAR057)	✓	