



2024

Primary School Curriculum Handbook

INTRODUCTION

Rockhampton Girls Grammar School provides a continuum of learning from Years Prep to 12.

- Primary School - Prep to Year 6
- Middle School - Year 7 to Year 9
- Senior School - Year 10 to Year 12

We value the partnership between students, parents and teachers who work together to ensure that the Primary years are enjoyable and productive and provide the foundation for success in the following years. Our Year 6 curriculum offers a transition from the primary to secondary school. This Primary School Curriculum Handbook should be used in conjunction with the information provided by core class teachers.

It is important to note that specialist subjects may vary with the demands of the school timetable and as staffing permits.

If you have any questions, please contact the Director of Primary, Jacqui Goltz; Deputy Principal - Studies, Dr John Fry; or the teacher with expertise in that subject:

| | | |
|----------------------------|-----------------------|-------------------------------------|
| Director of Primary School | Jacqui Goltz | JacquiGoltz@rggs.qld.edu.au |
| Deputy Principal - Studies | John Fry | JohnFry@rggs.qld.edu.au |
| Prep | Natalie Spence | NatalieSpence@rggs.qld.edu.au |
| | Nicola Simpson | NicolaSimpson@rggs.qld.edu.au |
| | Jacqui Goltz | JacquiGoltz@rggs.qld.edu.au |
| Year One | Corinne Shaw | CorinneShaw@rggs.qld.edu.au |
| Year Two | Donna Bennett | DonnaBennett@rggs.qld.edu.au |
| | Jacqui Goltz | JacquiGoltz@rggs.qld.edu.au |
| Year Three | Renee Ruhle | ReneeRuhle@rggs.qld.edu.au |
| Year Four | Vanessa Hemson | VanessaHemson@rggs.qld.edu.au |
| Year Five | Jessica Richards | JessicaRichards@rggs.qld.edu.au |
| Year Six | Sophie Harwood | SophieHarwood@rggs.qld.edu.au |
| | Jacqui Goltz | JacquiGoltz@rggs.qld.edu.au |
| Music | 1-6 Jessica Dawes | JessicaDawes@rggs.qld.edu.au |
| | Prep Emma Girle | EmmaGirle@rggs.qld.edu.au |
| Physical Education | Scott Fuller | ScottFuller@rggs.qld.edu.au |
| Spanish | Maité Lacoste Sanchez | MaitéLacosteSanchez@rggs.qld.edu.au |
| Visual Art | Nicole Francis-Leah | NicoleFrancis-Leah@rggs.qld.edu.au |
| Dance | Sophie Harwood | SophieHarwood@rggs.qld.edu.au |
| Drama | Sophie Harwood | SophieHarwood@rggs.qld.edu.au |



CONTENTS

| | |
|-------------------|----|
| Introduction..... | 2 |
| Contents..... | 3 |
| Subjects..... | 4 |
| Prep..... | 5 |
| Year One..... | 9 |
| Year Two..... | 14 |
| Year Three..... | 18 |
| Year Four..... | 22 |
| Year Five..... | 27 |
| Year Six..... | 32 |

SUBJECTS

Core subjects ensure that all students are provided with the opportunity to develop the skills and knowledge to undertake the range of subjects available in future years of schooling.

Beyond the core, students have an opportunity to experience a range of specialist subjects utilising our Secondary School staff. These subjects are on a rotational basis throughout the Primary years.

Core Subjects:

- English
- Mathematics
- Science
- Humanities and Social Science (HASS)
- Technologies – Digital and Design
- Health

Specialist Subjects:

- Dance
- Drama
- Music
- Physical Education
- Spanish
- Visual Art

PREP

Contact – NatalieSpence@rggs.qld.edu.au; NicolaSimpson@rggs.qld.edu.au; JacquiGoltz@rggs.qld.edu.au

ENGLISH

| Term 1 | Term 2 |
|---|---|
| <p><u>Listening, Speaking and Creating:</u> Prominent sounds and common words Heggarty Oral Language Program, Vocabulary lessons Shared reading Following instructions Sharing personal experiences linked to learning</p> <p><u>Reading and Viewing:</u> Whole class reading reading workshops using comprehension strategies retelling High frequency words Explicitly teach blending Segmenting & manipulating using phonemes – s, a, t, p, i, n, m, d, g, o, c</p> <p><u>Writing and Creating:</u> Correct letter formation Students' own names Fine motor skills Graphemes - s, a, t, p, i, n, m, d</p> | <p><u>Listening, Speaking and Creating:</u> Heggarty Oral Language Program Vocabulary lessons Shared reading Following instructions Sharing personal experiences linked to learning</p> <p><u>Reading and Viewing:</u> Whole class reading reading workshops using comprehension strategies retelling High frequency words Explicitly teach blending Segmenting & manipulating using phonemes – s, a, t, p, i, n, m, d, g, o, c</p> <p><u>Writing and Creating:</u> Letter formation linked with phonics Fine motor skills High frequency words Graphemes – g, o, c, k, ck, e, u, r Simple sentence construction</p> |
| Term 3 | Term 4 |
| <p><u>Listening, Speaking and Creating:</u> Oral Language Program Vocabulary lessons Rhyme Dramatic response Discussions</p> <p><u>Reading and Viewing:</u> Nursery rhymes Songs 'Backyard Magic' by Wenda Shurety Decodable readers</p> <p><u>Writing and Creating:</u> Letter formation linked with phonics High frequency words Graphemes – ss, b, h, f, l, j, v, w, x, y, z Simple sentence construction Labels Class book Treasure hunt</p> | <p><u>Listening, Speaking and Creating:</u> Oral Language Program Vocabulary lessons Dramatic response Discussions</p> <p><u>Reading and Viewing:</u> Decodable readers Reading for pleasure CVC words</p> <p><u>Writing and Creating:</u> Letter formation linked with phonics Fine motor skills High frequency words Graphemes – ss, ll, ff, zz Simple sentence construction CVC words</p> |



MATHEMATICS

| Term 1 | Term 2 |
|---|---|
| <p><u>Number and Algebra:</u> Count in ones forwards and backwards from different starting points Numerals to 10 Count and match numbers to 10 Comparing collections to 10</p> <p><u>Measurement and Geometry:</u> Length (short, long, high, low, near, far etc) Days of the Week Positional terms Day and Night</p> | <p><u>Number and Algebra:</u> Numbers before, after, between Count collections Partitioning</p> <p><u>Measurement and Geometry:</u> Measurement terms Shape and space</p> |
| Term 3 | Term 4 |
| <p><u>Number and Algebra:</u> Representing numbers Addition and subtraction Patterns</p> <p><u>Measurement and Geometry:</u> Mass and volume</p> | <p><u>Number and Algebra:</u> Numbers to 30 Subtraction Money Sharing and groups</p> <p><u>Measurement and Geometry:</u> Time terms</p> <p><u>Statistics and Probability:</u> Data and sorting</p> |

SCIENCE

| Term 1 | Term 2 |
|---|---|
| <p><u>Biological: Living Things</u> Basic needs for survival of animals, including humans How senses help people stay alive Lifecycle of a butterfly and witness a butterfly emerge from its chrysalis</p> | <p><u>Earth and Space: Weather</u> Types of weather Changes in weather Seasonal changes and clothing How weather affects living things</p> |
| Term 3 | Term 4 |
| <p><u>Chemical: Marvellous Materials</u> Different types of materials used to make objects Properties – sink, float, magnetic Types of housing (materials)</p> | <p><u>Physical: Move it!</u> Push and pull forces Movement - sliding, rolling, bouncing and spinning Fair testing</p> |

HASS

| Semester One |
|--|
| <p><u>History: My Family</u> Explore and identify their family members and how they are related Family members may have been born or raised in different places Explore different types of families</p> |
| Semester Two |
| <p><u>Geography: Special Places</u> Where we live Special places Maps</p> |



TECHNOLOGIES

| Term 1 | Term 2 |
|---|---|
| <p>Digital: Digital Systems Introduction to digital technologies by learning about hardware and software Discuss the need for internet safety Explore basic coding and simple algorithms</p> | <p>Design: Weather – Shelter Me Properties of materials that protect against the weather Draw a diagram Design and make a shelter for a soft toy</p> |
| Term 3 | Term 4 |
| <p>Digital: Bee Bots Safely use and know the functions of Bee-Bots Code the Bee-Bots to follow a dance 'Bee-Bot Boogie' Create algorithms related to the popular story, The Gruffalo</p> | <p>Design: Gingerbread Man's Rescue Explore the characteristics and properties used to produce designed solutions Design and make a boat to help the Gingerbread Man's escape! Evaluate boat – What went well? What could be improved?</p> |

PHYSICAL EDUCATION

| Term 1 | Term 2 |
|---|--|
| <p>Motor Skills and Spatial Awareness Jumping and crawling Balance and climbing Throwing to a target Body awareness in a variety of situations</p> | <p>Athletics with appropriate equipment Long and High Jump Shot Put and Discus Sprinting and Hurdles Gross Motor skills</p> |
| Term 3 | Term 4 |
| <p>Games Unit Tunnel Ball, Leader Ball and Captain Ball Oztag modified game skills Learning to skip using individual and long skipping ropes</p> | <p>Water Safety Fundamental swimming skills and techniques Stroke correction</p> |

HEALTH

| Term 1 | Term 2 |
|--|--|
| <p>Introducing Me Recognise they are growing and changing Body part names Social skills working with others Life Education Van visit</p> | <p>Gross motor skills combined with Physical Education lessons</p> |
| Term 3 | Term 4 |
| <p>Getting Along Emotions people experience Facial expressions and body language Personal and social skills to interact respectfully Inclusion and working together</p> | <p>Health & Safety Protective behaviours Health information Dangerous substances Safety at home, beach, road Nutrition Personal hygiene</p> |

VISUAL ARTS

| Term 1 (Prep G) Term 3 (Prep W) | Term 2 (Prep G) Term 4 (Prep W) |
|--|--|
| <p>Imagine That! The dot as a design element Colour and texture to describe simple emotions Collage and using stencils Developing fine motor skills</p> | <p>Imagine That! Shape and form Collagraph and clay Communicate similarities and differences in art using visual language</p> |



DANCE

Term 1 (Prep W)
Term 3 (Prep G)

Dancing through 'Frozen'

Explore the elements of dance including space, time, dynamics and relationships
Verbally respond to questions posed

DRAMA

Term 2 (Prep W)
Term 4 (Prep G)

Super Secret Storytellers Club

Elements of drama
Storytelling skills and depict key characters they view
Performance

SPANISH

Term 1

Term 2

Hola, ¿cómo estás? - Hello, how are you?

Introduction to the Spanish alphabet and sounds (ñ, rr) with songs and rhymes
Communicate with the teacher and peers to greet, farewell and introduce themselves
Classroom interaction
Classroom objects

Números y colores - Numbers and colours

Verb SER to describe the colour of classroom objects: la mesa es blanca (the table is white).
Asking and responding in Spanish during activities
Numbers

Term 3

Term 4

Mi casa - My house

Vocabulary relating to a house: kitchen, bathroom, bedroom, garage, garden
Asking and responding in Spanish during class activities

Mi cuerpo - My body

Vocabulary for body parts: arm, head, eye
Introduction to the plural form for paired body parts; two eyes, two arms
Exploring the Spanish sounds through songs

MUSIC

Term 1

Term 2

Connect

Listen to and interpret music to understand why people make music

Compose

Exploring composition through short beat composition based activities
Sound and silence, beat, dynamics and pitch

Semester 2

Sing and Play

Learn songs and play instruments
Imitate sounds, pitch and rhythm with their voice and body percussion
Percussion instruments



YEAR ONE

Contact – CorinneShaw@rggs.qld.edu.au

ENGLISH

| Term 1 | Term 2 |
|--|--|
| <p>Personal Recount <u>Listening, Speaking and Creating:</u> Discussions Carpet time Picture books</p> <p><u>Reading and Viewing:</u> Range of picture books Modelled, guided and independent reading practise Readers linked to phonics</p> <p><u>Writing and Creating:</u> Write their own personal recount. Phonics Spelling patterns Rules Capital letters Full stops</p> | <p>Narrative <u>Listening, Speaking and Creating:</u> Discussions Carpet time Show and share Picture books</p> <p><u>Reading and Viewing:</u> Modelled, guided and independent reading practise Readers linked to phonics Range of picture books</p> <p><u>Writing and Creating:</u> Independently write their own story based on the book The Very Lonely Firefly by Eric Carle. Phonics Spelling patterns Rules Capital letters Full stops Question marks Commas Apostrophes</p> |
| Term 3 | Term 4 |
| <p>Persuasive <u>Listening, Speaking and Creating:</u> Discussions Carpet time Show and share</p> <p><u>Reading and Viewing:</u> Picture books linked to persuasive texts Modelled, guided and independent reading practise Readers linked to phonics</p> <p><u>Writing and Creating:</u> Independently design a healthy cereal based and then write a persuasive text on why their cereal is the best. Phonics Spelling patterns Rules Capital letters Full stops Question marks Commas Apostrophes</p> | <p>Procedure <u>Listening, Speaking and Creating:</u> Picture books linked with procedures Discussions Carpet time Show and share</p> <p><u>Reading and Viewing:</u> Modelled, guided and independent reading practise Readers linked to phonics Picture books linked with procedures</p> <p><u>Writing and Creating:</u> Independently write a procedural text on how to wash a peculiar pet Phonics Spelling patterns Rules Capital letters Full stops Question marks Commas Apostrophes</p> |



MATHEMATICS

| Term 1 | Term 2 |
|---|--|
| <p><u>Number and Algebra:</u> Counting in ones Skip-counting by twos, fives and tens Representing two-digit numbers to 30 Reading and writing two-digit numbers. Partitioning to 10 Addition number sentences and using number lines. Identifying Australian coins and notes</p> <p><u>Measurement and Geometry:</u> Days, weeks, months, years. Comparing mass – heavier, lighter. Comparing length – shorter, longer, taller. Measuring length using informal units. Which 2d shape is that? Classifying 2d shapes</p> <p><u>Statistics and Probability:</u> Collecting data using tally marks</p> | <p><u>Number and Algebra:</u> Ordering numbers to 100 Representing two-digit numbers Partitioning to 20 Collections to 100 Addition and subtraction strategies Skip counting to 100 Patterns</p> <p><u>Measurement and Geometry:</u> Calendars and months Comparison of time durations Direction and position</p> <p><u>Statistics and Probability:</u> Object graphs</p> |
| Term 3 | Term 4 |
| <p><u>Number and Algebra:</u> Count and order to 150 Writing tens and ones Addition and subtraction facts Patterns</p> <p><u>Measurement and Geometry:</u> Measuring length using informal units. Ordinal and positional language</p> <p><u>Statistics and Probability:</u> Collecting data Picture graphs</p> | <p><u>Number and Algebra:</u> Partitioning two-digit numbers Addition and subtraction with money Addition and subtraction using 100 board Working with coins and notes Equal groups Sharing equally</p> <p><u>Measurement and Geometry:</u> Months and seasons Triangles and quadrilaterals Following and writing directions Comparing heights and volume</p> <p><u>Statistics and Probability:</u> Collecting data</p> |

SCIENCE

| Term 1 | Term 2 |
|---|--|
| <p><u>Biological: Living Things</u> Links between external features of living things and the environments in which they live Compare differences between healthy and unhealthy habitats Suggest how changes to habitats can affect how the needs of living things are met</p> | <p><u>Physical: Light and Sound</u> Explore sources of light and sound Manipulate materials to observe how light and sound are produced, How changes can be made to light and sound effects Examine how light, and sound are useful in everyday life</p> |
| Term 3 | Term 4 |
| <p><u>Earth and Space: Seasonal Changes</u> Understand the changes that occur from season to season Describe the observable features of a variety of landscapes and skies Consider changes in the sky and landscape, and the impact of these changes on themselves and other living things</p> | <p><u>Chemical: Changing Materials</u> Explore how everyday materials can be physically changed in various ways according to their properties Describe the actions used to physically change materials to make objects for different purposes Describe changes to objects used in everyday life</p> |



HASS

| Semester 1 | |
|--|---|
| <p>History: Past, Present & Future Explore the inquiry question: How has my family and daily life changed over time? Identify, describe and sequence personal and family events Describe continuities and changes in aspects of daily life over time</p> | |
| Term 3 | Term 4 |
| <p>Geography: Features of Places Recognise that the features of places can be natural, managed or constructed. Identify and describe the natural, constructed and managed features of places. Examine the ways different groups of people, including Aboriginal peoples and Torres Strait Islander peoples, describe the weather and seasons of places.</p> | <p>Geography: Managing Places Represent local places using pictorial maps and describe local places using the language of direction and location Respond to questions to find out about the features of places, the activities that occur in places and the care of places</p> |

PHYSICAL EDUCATION

| Term 1 | Term 2 |
|---|---|
| <p>Swimming Fundamental swimming skills and techniques Stroke correction and general water safety practices</p> | <p>Athletics with appropriate equipment Long and High Jump Shot Put and Discus Sprinting and Hurdles</p> |
| Term 3 | Term 4 |
| <p>Games Unit Tunnel Ball, Leader Ball and Captain Ball Oztag modified game skills Learning to skip using individual and long skipping ropes</p> | <p>Water Safety Fundamental swimming skills and techniques Stroke correction</p> |

HEALTH

| Semester 1 |
|---|
| <p>We All Belong – Respectful Relationships Recognise similarities and differences in individuals and groups Identify and practise emotional responses Examine and demonstrate ways to include others in activities Practise strategies to help them and others feel that they belong Life Education Van visit</p> |
| Semester 2 |
| <p>Playing it Safe Identify safety issues Identify and demonstrate protective behaviours Practise strategies to help themselves and others stay safe Rehearse ways to ask for help when presented with a problem or challenging task</p> |



TECHNOLOGY

| Term 1 | Term 2 |
|---|--|
| <p>Digital: Digital systems Digital systems are made up of hardware and software Recognise and explore a range of familiar digital systems</p> | <p>Design: Musical Instrument Explore the characteristics and properties of materials and components that are used to produce designed solutions Design and make a musical instrument</p> |
| Term 3 | Term 4 |
| <p>Design: Food and Fibre – Chickpeas Explore the chickpea industry - farm, grow, produce, process Provide with healthy, non-fatty protein-rich food</p> | <p>Digital: Bee Bots Understand that an algorithm is a sequence of steps Explore and follow a range of algorithms</p> |

VISUAL ARTS

| Semester 2 |
|---|
| <p>My Country, My Place Express ideas about home and belonging Experiment with drawing, painting, mixed-media and clay Create a folio of artworks inspired by a variety of Aboriginal and Torres Strait Islander artists Communicate ideas about the visual choices they have made</p> |

DANCE

| Term 1 |
|--|
| <p>Dancing through 'Frozen' Explore the elements of dance including space, time, dynamics and relationships Verbally respond to questions posed</p> |

DRAMA

| Term 2 |
|--|
| <p>Super Secret Storytellers Club Elements of drama Storytelling skills and depict key characters they view Performance piece</p> |

SPANISH

| Term 1 | Term 2 |
|---|--|
| <p>Mi escuela - My School Vocabulary of school supplies and facilities Interact with the teacher and peers using basic vocabulary Simple sentence construction</p> | <p>Los animals – Animals Animal vocabulary Verb 'to be' and adjectives for descriptions Short sentences in spoken language to share information about animals</p> |
| Term 3 | Term 4 |
| <p>Es invierno - It is Winter Seasons and the weather Leisure activities with verb 'to go'; I go to the snow in Winter. I go to the beach in Summer.</p> | <p>Llevo un sombrero - I wear a hat Weather Clothes vocabulary Negative statements; I'm not wearing a jacket because it's not cold.</p> |



MUSIC

| Term 1 | Term 2 |
|--|--|
| Connect Listen to a wide variety of music from different cultures and backgrounds Understand and connect with the music and its purpose | Compose Tuned percussion instruments Experiment with creating melodies and rhythms to suggest musical ideas Invented iconic notation |
| Semester 2 | |
| Sing and Play Learn songs and play instruments, focus on singing Imitate sounds, pitch, and rhythm with the voice and use small percussion instrument | |



YEAR TWO

Contact – DonnaBennett@rggs.qld.edu.au; JacquiGoltz@rggs.qld.edu.au

ENGLISH

| Term 1 | Term 2 |
|---|---|
| <p>Narrative <u>Listening, Speaking and Creating:</u> Daily opportunities to share ideas, knowledge, experiences and opinions in one to one, group and whole class settings</p> <p><u>Reading and Viewing:</u> Picture book, 'Jetty Jumping', by Andrea Rowe & Hannah Sommerville Friendship and overcoming fears Predict and examine vocabulary to develop comprehension Decoding, fluency, and phrasing Build background knowledge to improve comprehension Phonics, spelling patterns and rules, segmenting</p> <p><u>Writing and Creating:</u> Writing own narrative Adding new characters Settings Events Handwriting revision of print Phonics, spelling patterns and rules, segmenting</p> | <p>Fiction & Non-Fiction <u>Listening, Speaking and Creating:</u> Plan and deliver short presentations. Readers Theatre Think, pair, share strategies for discussions</p> <p><u>Reading and Viewing:</u> Compare fiction and non-fiction texts Identify text structures and language features Build background knowledge using non-fiction texts about birds prior to reading the picture book, 'Feathers for Phoebe' by Rod Clement</p> <p><u>Writing and Creating:</u> Daily quick writes Compose an information report Draw and label images Handwriting with pre-cursive using entries and exits Phonics, spelling patterns and rules, segmenting</p> |
| Term 3 | Term 4 |
| <p>Persuasive <u>Listening, Speaking and Creating:</u> Plan and deliver short presentations Readers Theatre Think, pair, share strategies for discussions</p> <p><u>Reading and Viewing:</u> Varied sentence structures Unfamiliar vocabulary High-frequency words Images that provide extra information Comprehension strategies; identify literal and implied meaning, main ideas and supporting detail 'Jetty Jumping' by Andrea Rowe & Hannah Sommerville</p> <p><u>Writing and Creating:</u> Daily quick writes Compose persuasive sentences Modal verbs; must, needs to, should) Conjunctions; because and so that Handwriting pre-cursive using entries and exits Phonics, spelling patterns and rules, segmenting</p> | <p>Procedural <u>Listening, Speaking and Creating:</u> Plan and deliver short presentations Readers Theatre Think, pair, share strategies for discussions</p> <p><u>Reading and Viewing:</u> Roald Dahl novel 'George's Marvellous Medicine' Procedural texts Poetic devices and features</p> <p><u>Writing and Creating:</u> Daily quick writes Compose and present a procedural text on a given topic Create an imaginative poetry reconstruction</p> |



MATHEMATICS

| Term 1 | Term 2 |
|--|--|
| <p><u>Number and Algebra:</u> Fact Fluency Numbers to 500 Addition and subtraction jumps Addition and subtraction facts Partition to 20 Problem solving strategies</p> <p><u>Measurement and Geometry:</u> Months and calendars Lines and classify shapes</p> <p><u>Statistics and Probability:</u> Data collection with tally marks Picture graphs</p> | <p><u>Number and Algebra:</u> Read, write and represent numbers to 500 The role of zero Addition and subtraction strategies</p> <p><u>Measurement and Geometry:</u> Length and mass measurement Recognise and draw shapes Position and directions</p> |
| Term 3 | Term 4 |
| <p><u>Number and Algebra:</u> Place value problems Regrouping and renaming Place value to 1000s Addition and subtraction problems Multiplication – groups and arrays Money</p> <p><u>Measurement and Geometry:</u> Length and capacity Analog clocks</p> | <p><u>Number and Algebra:</u> Regrouping and renaming numbers Fractions – half, quarter, eighths Addition and subtraction problems Patterns Multiplication and division</p> <p><u>Measurement and Geometry:</u> Calendars Turns – half, quarter, three-quarter</p> |

SCIENCE

| Term 1 | Term 2 |
|--|---|
| <p><u>Chemical: Mix, Make and Use</u> Investigate combinations of different materials Give reasons for the selection of particular materials Describe changes made to materials when combining them to make an object</p> | <p><u>Biological: Living World</u> Examine how living things change as they grow Similarities and differences between parents and their offspring.</p> |
| Term 3 | Term 4 |
| <p><u>Earth and Space: Save Planet Earth</u> Earth's resources including water, soil and resources from the ground Importance of conserving resources Explain actions that can be taken to conserve earth's resources</p> | <p><u>Physical: How Do Toys Move?</u> Design a toy that moves using a variety of materials Pushes and pulls affect the movement of objects.</p> |

HASS

| Term 1 | Term 2 |
|--|---|
| <p><u>Geography: Where Are We in The World?</u> Divisions of the globe Continents, the oceans of the world and the equator Scale of places geographically, from local to national</p> | <p><u>History: Present Connection to Places</u> Location and significant features of places People are connected to these places Why places should be preserved?</p> |
| Term 3 | Term 4 |
| <p><u>History: Changing Technologies</u> Technology in people's lives Technology of past and present</p> | <p><u>Geography: Explore Our Local Community</u> Identify and explore a local site of historical significance Pose questions about the past and use sources to find information and answer questions</p> |



PHYSICAL EDUCATION

| Term 1 | Term 2 |
|---|---|
| <p>Swimming Fundamental swimming skills and techniques Stroke correction and general water safety practices</p> | <p>Athletics with appropriate equipment Long and High Jump Shot Put and Discus Sprinting and Hurdles</p> |
| Term 3 | Term 4 |
| <p>Games Unit Tunnel Ball, Leader Ball and Captain Ball Oztag modified game skills Learning to skip using individual and long skipping ropes</p> | <p>Water Safety Fundamental swimming skills and techniques Stroke correction</p> |

HEALTH

| Semester 1 |
|---|
| <p>What is my Superpower? Identify their own and their families' superpowers Life Education Van visit Explore groups they belong to Identify cultural practices and traditions</p> |
| Semester 2 |
| <p>Let's Get Healthy Investigate a range of health messages and their community Explain why health information is important for making choices</p> |

TECHNOLOGY

| Term 1 | Term 2 |
|--|--|
| <p>Design: Mix, Make and Use Design and make a waterproof, strong bag Test and evaluate their product Suggest areas for improvement</p> | <p>Design: Grow, Grow, Grow & Beef Week Explore plants and animals that are grown for food, clothing and shelter Understand how food is selected and prepared for healthy eating Design solutions for problems on a farm to produce food Follow steps to make a healthy snack</p> |
| Semester 2 | |
| <p>Digital: - Handy Helpers Digital and information systems Present the data creatively to convey meaning Sort familiar data Sequence of steps and algorithms</p> | |

VISUAL ARTS

| Term 1 | Term 2 |
|--|---|
| <p>Figures and Faces in Places Use 2D and 3D media in response to figurative art by Russell Drysdale and Modigliani Explore space and diminution in a 2D artwork. Use texture and colour to express meaning</p> | <p>Figures and Faces in Places Use 2D and 3D media in response to portraits by Julie Dowling and Albert Tucker Explore colour, shape and pattern in artworks Communicate ideas using art terminology</p> |



DANCE

Term 3

Responding to Popular Dance

Explore movements and discover where and why people dance

View and perform different dances used by different popular recording artists, noting the different styles used to different songs

Create a written response discussing the similarities

DRAMA

Term 4

Fairytales or Fiction

Identify drama elements in others and their own performances

Characters relating to the world of make-believe and fairytales

SPANISH

Term 1

Mi familia - My family

Vocabulary of the family members and some adjectives for descriptions

Create sentences in spoken Spanish such as 'my brother is tall'

Term 2

Mi casa - My house

Vocabulary of the house, rooms and basic furniture

Verb HAY to locate objects

Term 3

Me gusta - I like...

Hobbies and preferences

Leisure activities

Verb ME GUSTA to express likes or dislikes

Term 4

Me levanto a las siete - I wake up at seven

Vocabulary related to daily routines

Numbers

Time (o'clock and half past)

MUSIC

Term 1

Connect

Listen to a wide variety of music from different cultures and backgrounds

Understand and connect with the music and its purpose

Term 2

Compose

Tuned percussion instruments

Experiment with creating melodies and rhythms to suggest musical ideas

Invented iconic notation

Semester 2

Sing and Play

Learn songs and play instruments, focus on singing

Imitate sounds, pitch, and rhythm with the voice and use small percussion instrument



YEAR THREE

Contact – ReneeRuhle@rggs.qld.edu.au

ENGLISH

| Term 1 | Term 2 |
|---|---|
| <p>Persuasive <u>Listening, Speaking and Creating:</u> Class Discussions Plan and deliver short presentations Provide some key details in logical sequence</p> <p><u>Reading and Viewing:</u> What makes a good reader? Before, during and after reading skills; getting knowledge ready, asking questions, making predictions and comprehension Listen to, view and read various Persuasive texts including 'Hey Little Ant' and 'Building Houses'</p> <p><u>Writing and Creating:</u> Read, view and analyse persuasive texts examine ways persuasive language features are used to influence an audience Words identified in texts relating to units Understanding spelling rules and patterns using the Sound Waves program</p> | <p>Narrative <u>Listening, Speaking and Creating:</u> Class Discussions Plan and deliver short presentations Provide some key details in logical sequence</p> <p><u>Reading and Viewing:</u> Listen to, view and read the novel 'Kumiko and the Dragon' Explore the authors' use of descriptive language in the construction of characters</p> <p><u>Writing and Creating:</u> Write a short imaginative narrative Character- appearance, strengths, weaknesses, fears Setting- describing the setting Senses- smell, see, hear, touch, taste Villain- appearance, actions, character traits Orientation- onomatopoeia, talking lead, senses description Complication- pebble, brick, boulder. building tension Conclusion- overcoming fears, How is the problem resolved? How has the character changed?</p> |
| Term 3 | Term 4 |
| <p>Procedure Narrative <u>Listening, Speaking and Creating:</u> Class Discussions Plan and deliver short presentations Provide some key details in logical sequence Compare how different authors tell the same story</p> <p><u>Reading and Viewing:</u> 'Fantastic Mr Fox' by Roald Dahl Descriptive language to shape characters Character development Plot Spoken language First Nations Australian authors; characters, connections, families Australian places described in stories</p> <p><u>Writing and Creating:</u> Verbal procedure influenced by 'Fantastic Mr. Fox'</p> | <p>Poetry <u>Listening, Speaking and Creating:</u> Class Discussions Plan and deliver short presentations Poetry Recitation Literary devices used to enhance meaning Rhythm and onomatopoeia</p> <p><u>Reading and Viewing:</u> Identify the purpose of layout features in print and digital texts Key words used for navigation Poetry</p> <p><u>Writing and Creating:</u> Plan, create, edit and publish an informative multimodal text Visual features Form and layout</p> |



MATHEMATICS

| Term 1 | Term 2 |
|---|---|
| <p><u>Number and Algebra:</u> Comparing and ordering numbers to 10 000 Regrouping Addition and subtraction with partitioning Number sentences Facts families for addition and subtraction Multiplication by 10</p> <p><u>Measurement and Geometry:</u> Measuring with metres and centimetres Time past the hour</p> <p><u>Statistics and Probability:</u> Collecting and organising data Predicting outcomes</p> | <p><u>Number and Algebra:</u> Comparing and ordering numbers to 10 000 Regrouping Addition and subtraction with partitioning Number sentences Facts families for addition and subtraction Multiplication by 10</p> <p><u>Measurement and Geometry:</u> Measuring with metres and centimetres Time past the hour</p> <p><u>Statistics and Probability:</u> Collecting and organising data Predicting outcomes</p> |
| Term 3 | Term 4 |
| <p><u>Number and Algebra:</u> Place value beyond ten thousands Addition and subtraction to three digits Multiplication Division Rounding and estimation Inverse operations Division facts 3, 4, 5, 10</p> <p><u>Measurement and Geometry:</u> Time to the nearest minute Angles Money 3D shapes</p> | <p><u>Number and Algebra:</u> Japanese numeral system Comparing and ordering to 10 000 Fractions</p> <p><u>Measurement and Geometry:</u> Formal units of time Right angles Maps and plans</p> <p><u>Statistics and Probability:</u> Column graphs</p> |

SCIENCE

| Term 1 | Term 2 |
|---|---|
| <p><u>Earth and Space: Day and Night</u> Investigate the effect of the Earth's rotation on its axis Compare the Earth's size with the sun and moon Consider how day and night, sunrise and sunset, and shadows occur</p> | <p><u>Biological: Is it living?</u> Characteristics defining living versus non-living Observable traits Provide reasoning for categorising objects</p> |
| Term 3 | Term 4 |
| <p><u>Biological: Is it living?</u> Characteristics defining living versus non-living Observable traits Provide reasoning for categorising objects</p> | <p><u>Chemical: What's the matter?</u> Explore the observable properties of solids, liquids and gases Changes of state caused by adding or removing heat</p> |

HASS

| Term 1 | Term 2 |
|--|---|
| <p><u>History: Our Unique Communities</u> Individuals, events and aspects of significance Aspects that have changed and remained the same Celebrations and commemorations Sequence information in chronological order</p> | <p><u>Civics and Citizenship: Working Together</u> Community helpers; police officers, firefighters, doctors, nurses, teachers, librarians, postal workers Roles and responsibilities of community helpers Contributions to the wellbeing and functioning of the community</p> |



| Term 3 | Term 4 |
|---|---|
| <p>History: My Place Places are similar and different Connections between people and places Characteristics at a local scale Similarities and differences between places</p> | <p>Geography: Australia and their Neighbours Similarities and differences between places in terms of their type of settlement Demographic characteristics Climate types of the world</p> |

PHYSICAL EDUCATION

| Term 1 | Term 2 |
|---|---|
| <p>Swimming Fundamental swimming skills and techniques Stroke correction and general water safety practices</p> | <p>Athletics with appropriate equipment Long and High Jump Shot Put and Discus Sprinting and Hurdles</p> |
| Term 3 | Term 4 |
| <p>Games Unit Tunnel Ball, Leader Ball and Captain Ball Oztag modified game skills Learning to skip using individual and long skipping ropes</p> | <p>Water Safety Fundamental swimming skills and techniques Stroke correction</p> |

HEALTH

| Term 1 | Term 2 |
|---|--|
| <p>Understanding Emotions Life Education Van visit Recognise, understand, and effectively respond to a range of emotions Fostering a supportive and empathetic classroom environment</p> | <p>Our Kitchen Garden Benefits of consuming fresh fruits and vegetables. Importance of a balanced diet for overall health and wellbeing</p> |
| Term 3 | Term 4 |
| <p>Good Friends Importance of good friends for support and happiness Effective communication Conflict resolution Empathy</p> | <p>Staying Safe in the Sun Sun Exposure; benefits and risks Sun Safety; protect skin with sunscreen, hats, and shade</p> |

TECHNOLOGY

| Term 1 | Term 2 |
|--|---|
| <p>Digital: Peripheral Devices Digital Systems Algorithms Types of data Data can be represented in different ways</p> | <p>Design: Food and Fibre Production - Beef Week How and why food and fibre are produced and prepared 'Paddock to Plate' supply chain Natural resources and how these are used</p> |
| Term 3 | Term 4 |
| <p>Digital: Coding and Algorithms Types of data Explore algorithms for creating a 'Choose your own Adventure' PowerPoint</p> | <p>Design: Use the Force Forces and the properties of materials affect the behaviour of products and systems Create a suspension bridge to support 2 metal cars</p> |

VISUAL ARTS

Semester 2

Expressions of Asia

Create 2D artworks in response to traditional and contemporary artists, media and processes from Asia
Art making for social purposes
Communicating ideas using art terminology

DANCE

Term 1

Exploring Styles of Dance

Describe and discuss similarities and differences between different styles of dance
Musical theatre, ballet, contemporary and hip hop
Vlog style recording of their own experience
Choreographing
Dance elements and why these are effective

DRAMA

Term 2

Drama through Cludeo

Explore dramatic devices
Choose a character to explore how they would act in various scenarios through dramatic performances

SPANISH

Term 1

¿Qué tiempo hace hoy? - What is the weather like today?
Modelled sentence structures for weather and clothing
Weather activities associated with each condition
Create sentences in spoken and written Spanish

Term 2

Voy a la montaña - I'm going to the mountain
Places and transport systems
Verb 'to go'

Term 3

En la escuela - At the school
School vocabulary
Days of the week
Daily routine

Term 4

El planeta Tierra - The Earth
Animals
Vocabulary related to the environment and actions to protect it

MUSIC

Term 1

Connect: Violin
Listen to a wide variety of music from different backgrounds and cultures
Learn the violin

Term 2

Compose: Violin
Note and rhythm reading
Compose short melodies

Semester Two

Performance: Violin

Musical elements such as beat, reading new notation
Reading new notation including new finger placement, tempo
Playing together as an ensemble and solo performer



YEAR FOUR

Contact – VanessaHemson@rggs.qld.edu.au

ENGLISH

| Term 1 | Term 2 |
|--|--|
| <p>Narrative <u>Listening Speaking, and Creating:</u> Understand and discuss language and techniques Developing characters Setting Plot tension</p> <p><u>Reading and Viewing:</u> Fiction and non-fiction comprehension Comprehension strategies; questioning, visualising, sequencing and inferring Classroom discussions Carpet time Short oral presentations</p> <p><u>Writing and Creating:</u> Writing a new chapter for The Twits Descriptive language Time connectives Speech marks Review correct letter formation and the use of joins Use of Sound Waves spelling program</p> | <p>Historical Recount <u>Listening, Speaking and Creating:</u> Video and present historical recount as part of a Media Arts Unit</p> <p><u>Reading and Viewing:</u> Teacher led guided reading of poetry Comprehension strategies; inferring, sequencing, and summarising</p> <p><u>Writing and Creating:</u> Historical recount from The First Fleet unit Use descriptive language Pronoun referencing Tense complex and compound sentences verb groups noun groups time connectives capital letters, full stops, and speech marks Review correct letter formation and the use of joins</p> |
| Term 3 | Term 4 |
| <p>Quest Novel <u>Listening, Speaking and Creating:</u> Communicate safely and respectfully online to share ideas, points of view Make reflective comments on others' responses Respond to literature Share ideas and points of view</p> <p><u>Reading and Viewing:</u> Comprehension skills; inferring, questioning, predicting and visualising 'Rowan of Rin' quest novel</p> <p><u>Writing and Creating:</u> Features of a quest novel Analyse character development Communicate online using descriptive language Pronoun referencing Tense Review correct letter formation and the use of joins</p> | <p>Persuasive Advertising <u>Listening, Speaking and Creating:</u> Understand and discuss language Techniques used in advertisements Impact on the target audience</p> <p><u>Reading and Viewing:</u> Understand appropriate metalanguage to describe the effects of persuasive techniques on a breakfast cereal package Comprehension strategies; inferring, sequencing and summarising</p> <p><u>Writing and Creating:</u> Word processing software tools to manipulate text and images Write a text to promote a cereal Complex and compound sentences Connectives Editing skills focusing on punctuation and spelling Review correct letter formation and the use of joins</p> |



MATHEMATICS

| Term 1 | Term 2 |
|--|---|
| <p><u>Number and Algebra:</u> Place value to hundred thousands Calculating with money and budgets Odd and even numbers</p> <p><u>Measurement and Geometry:</u> Measuring with kg, g Addition and subtraction Multiplication with area model Rounding to ten thousands Multiples Multiplication facts 2, 3, 5, 10 revision Multiplication facts 4, 6, 8, 9 Measuring with kg, g, L, mL and converting between units</p> <p><u>Statistics and Probability:</u> Collecting and organising data</p> | <p><u>Number and Algebra:</u> Place value to tenths Multiply and divide 10, 100, 1000 Addition and subtraction Rounding and estimation Equivalent number sentences Factors</p> <p><u>Measurement and Geometry:</u> Perimeter and area Grid references and maps Symmetry</p> <p><u>Statistics and Probability:</u> Picture graphs Outcomes and events</p> |
| Term 3 | Term 4 |
| <p><u>Number and Algebra:</u> Place value to hundredths Fractions and equivalence Algorithms using all four operations Turnarounds and inverse operations Division facts revision 2, 3, 5, 10 Division facts 4, 6, 8, 9</p> <p><u>Measurement and Geometry:</u> Angles Tessellation</p> <p><u>Statistics and Probability:</u> Picture and column graphs Predicting possible outcomes</p> | <p><u>Number and Algebra:</u> Mixed numerals and improper fractions Algorithms using all four operations</p> <p><u>Measurement and Geometry:</u> Measuring using mm, cm, m Time to nearest minute Converting time Interpreting timetables Quadrilaterals</p> |

SCIENCE

| Term 1 | Term 2 |
|---|--|
| <p><u>Biological: Life Cycles and Relationships – The Great Barrier Reef and Marine Sea Turtles</u> Explore living things dependant on each other Environments to survive Make predictions Pose question Describe relationships Elements of a fair test Represent findings using scientific vocabulary Graphs and annotated diagrams</p> | <p><u>Earth and Space: Beneath our Feet</u> Earth's surface changes over time Impacts of human activity Make predictions Pose question Describe relationships Elements of a fair test Represent and communicate findings using formal and informal language</p> |
| Term 3 | Term 4 |
| <p><u>Chemical: Materials Matter</u> Natural and processed materials and physical properties Use of materials Make predictions Pose question Describe relationships Elements of a fair test</p> | <p><u>Physical: Fabulous Forces</u> Exertion by one object on another Impacts of direct contact or from a distance Make predictions Pose question Describe relationships Elements of a fair test</p> |



Represent and communicate findings using formal, informal and scientific language
Design a product linked to Technology unit

Represent and communicate findings using formal, informal and scientific language
Annotated diagram
Culminating activity to the local bowling alley

HASS

| Term 1 | Term 2 |
|--|---|
| <p>History: The First Fleet Investigation Inquiry Questions: What was life like for Aboriginal and Torres Strait Islander Peoples before the arrival of the Europeans? Why did the Europeans settle in Australia? What was the nature and consequence of contact between Aboriginal and Torres Strait Islander Peoples and early traders, explorers and settlers?</p> | <p>Geography: Sustainability – School Wide Rubbish Audit Inquiry Questions: How do different views about the environment influence approaches to sustainability? How can people use places and environments more sustainably? Caring for the environment Meeting the needs of people Geographical terms Sustainably of resources Effects of a proposed action</p> |
| Term 3 | Term 4 |
| <p>Geography: Africa and Australia - Investigating Environments Inquiry Question: How does the environment support the lives of people and other living things? Interactions between people, places and environments over time Effect of these interactions Significance of environments in Australia and Africa</p> | <p>Civics and Citizenship: Rules, Laws and Local Government Inquiry Questions: How can local government contribute to community life? What is the difference between rules and laws and why are they important? How has my identity been shaped by the groups to which I belong?</p> |

PHYSICAL EDUCATION

| Term 1 | Term 2 |
|---|---|
| <p>Swimming Fundamental swimming skills and techniques Stroke correction and general water safety practices</p> | <p>Athletics with appropriate equipment Long and High Jump Shot Put and Discus Sprinting and Hurdles</p> |
| Term 3 | Term 4 |
| <p>Games Unit Tunnel Ball, Leader Ball and Captain Ball Oztag modified game skills Learning to skip using individual and long skipping ropes</p> | <p>Water Safety Fundamental swimming skills and techniques Stroke correction</p> |

HEALTH

| Term 1 | Term 2 |
|---|--|
| <p>Healthy choices Strategies to keep healthy and improve fitness Australian guide to healthy eating Five food groups Plan a balanced meal How health messages influence food choices Life Education Van visit</p> | <p>Cultural Diversity Investigate a country linked to heritage Family histories connected to; a recipe, a game and a greeting from that country Cultural day sharing historical food and games Reflect on themselves as a person Working cooperatively and apply rules fairly</p> |



| Term 3 | Term 4 |
|---|---|
| <p>Online Netiquette Cyber safety Cyberbullying Online protocols Apply strategies in online situations Importance of respect and empathy in online relationships Young people's use of digital technologies Identify resources to support safety</p> | <p>Health in Advertising Sources of health information interpret of health information Methods used to influence decisions Smoking as a case study historical health messages Apply decision-making skills to different health scenarios</p> |

TECHNOLOGY

| Term One | Term 2 |
|--|---|
| <p>Digital: Scratch Unit – Animating the new Twits chapter Create a digital version of new Twits chapter Features of sound, dialogue and movement Appeal of chapter to others</p> | <p>Design: Food and Fibre Production - Beef Week How and why food and fibre are produced and prepared 'Paddock to Plate' supply chain Natural resources and how these are used</p> |
| Semester Two | |
| <p>Design: Icy Pole Cooler Bag Suitability of materials and systems Components, tools and equipment for a specific purpose Recycled materials Communicate and critique designs while working safely</p> | <p>Digital: Excel Rubbish Audit Analysis Investigate the use of digital technologies to display data for a specific purpose Conduct an audit of the school rubbish bins Use an excel spreadsheet to communicate findings</p> |

VISUAL ARTS

| Term 1 | Term 2 |
|--|--|
| <p>Wild Beasts Create 2D responses to artworks and artists of Fauvism, especially Henri Matisse Colour theory Collage</p> | <p>Wild Beasts Create 2D and 3D responses to sculptures by Pablo Picasso Explore colour, shape, texture, balance and pattern Discuss similarities and differences in own and others' artworks using art terminology</p> |

DANCE

| Term 3 |
|--|
| <p>Exploring Styles of Dance Describe and discuss similarities and differences between different styles of dance Musical theatre, ballet, contemporary and hip hop Vlog style recording of their own experience Choreographing Dance elements and why these are effective</p> |

DRAMA

| Term 4 |
|---|
| <p>Drama through Cludeo Explore dramatic devices Choose a character to explore how they would act in various scenarios through dramatic performances</p> |



SPANISH

| Term 1 | Term 2 |
|---|--|
| Mi casa - My house Collaborative activities using modelled sentence structures Vocabulary relating to furniture and parts of a house; rooms, furniture, and daily activities Written and listening task | Me gustan las frutas - I like fruits Food vocabulary Verbs ME GUSTA and ME ENCANTA; I like, I love Explaining a recipe |
| Term 3 | Term 4 |
| Me duele la cabeza - My head hurts Body parts vocabulary Verb ME DUELE; It hurts Healthy activities | Mi ciudad - My town Shops and facilities in the city Professions Verb ESTAR for locations Giving directions in the city |

MUSIC

| Term 1 | Term 2 |
|---|--|
| Connect Listen to a wide variety of music from different backgrounds and cultures Understand its specific purpose, not just to listen to | Compose Composition skills by adding notation, rhythms and dynamics Various instruments |
| Semester 2 | |
| Performance: Ukulele Play chords, finger-pick melodies Play as an ensemble Sing and play their ukulele simultaneously | |



YEAR FIVE

Contact – JessicaRichards@rggs.qld.edu.au

ENGLISH

| Term 1 | Term 2 |
|--|---|
| <p>Narrative <u>Reading and Viewing:</u> Listen, read and view a variety of narratives Infer meanings Predict outcomes Themes Literacy devices Appreciation of storytelling</p> <p><u>Writing and Creating</u> Author and publish a narrative Personalised book launch event Grammatical components; nouns, plural nouns, possessive nouns, verbs, preposition of phrases, types of sentences, clauses, conjunctions, apostrophes and relative pronouns Spelling rules and patterns including prefixes, suffixes, and root words using Sound Waves program</p> | <p>Persuasive <u>Listening, Speaking and Creating:</u> Needs and preferences of a target audience Techniques used by advertisers to influence consumer behaviour Express ideas and arguments Rhetorical devices; exaggeration, repetition, emotive language, questions</p> <p><u>Reading and Viewing:</u> Advertisements Persuasive techniques Infer underlying meanings</p> <p><u>Writing and Creating:</u> Use of images, colours, fonts, and layout to capture the audience's attention Persuasive impact Spelling rules and patterns including prefixes, suffixes, and root words using the Sound Waves program</p> |
| Term 3 | Term 4 |
| <p>Information Report <u>Listening, Speaking and Creating:</u> Listen to online textbooks, articles and videos Collect relevant and accurate information for a report Listen to feedback from peers and teachers Discussions, express opinions and ask questions</p> <p><u>Reading and Viewing:</u> Informative texts Class novel Comprehend the main ideas and the supporting details Relevance of information Interpret visual elements such as charts and graphs</p> <p><u>Writing and Creating:</u> Informative texts text structures; chapters, headings and subheadings, tables of contents, indexes and glossaries Edit to improve clarity, accuracy, and organization Conduct research, take notes, and organize information Incorporate visual aids such as diagrams, charts, or illustrations Spelling rules and patterns including prefixes, suffixes, and root words using the Sound Waves program</p> | <p>Procedure <u>Listening, Speaking and Creating:</u> Develop listening skills Verbal instructions or explanations related to procedural tasks Sequence of steps Discussions and brainstorming</p> <p><u>Reading and Viewing:</u> Variety of brochures Recognise and comprehend the organisational structure</p> <p><u>Writing and Creating:</u> Develop a procedural brochure Step-by-step instructions; academic expectations, organisation, time management, positive social interactions, practical advice, personal experiences Spelling rules and patterns including prefixes, suffixes, and root words using the Sound Waves program</p> |



MATHEMATICS

| Term 1 | Term 2 |
|--|---|
| <p><u>Number and Algebra:</u> Place value to millions Percentage Multiplication strategies using models Rounding and estimating Addition and subtraction Facts families for multiplication and division</p> <p><u>Measurement and Geometry:</u> Measuring with mass 24-hour time Time zones Timetables Coordinates and directional language</p> <p><u>Statistics and Probability:</u> Categorical and numerical data Graphs – dot plots, line, column</p> | <p><u>Number and Algebra:</u> Place value beyond millions Multiples and factors Multiplication 3-digit x 1 digit Division with remainders Addition and subtraction with zeros Inverse operations Equivalent number sentences</p> <p><u>Measurement and Geometry:</u> Perimeter and area of rectangles Directions, turns, degrees</p> <p><u>Statistics and Probability:</u> Rotational symmetry</p> |
| Term 3 | Term 4 |
| <p><u>Number and Algebra:</u> Comparing decimals Percentages Adding and subtracting fractions Multiplication – 4 digits x 1 digit, 3 digits x 2 digits Multiplication models Division with remainders Budgets</p> <p><u>Measurement and Geometry:</u> Choosing units of measurement Measuring with L and mL Angles to 180 degrees Coordinates to locate position</p> <p><u>Statistics and Probability:</u> The mode in data</p> | <p><u>Number and Algebra:</u> Place value and expanded notation Division with remainders as fractions and decimals Estimating and rounding Budgets</p> <p><u>Measurement and Geometry:</u> Angles to 360 degrees Nets of objects Fair and unfair outcomes</p> <p><u>Statistics and Probability:</u> Probability</p> |

SCIENCE

| Term 1 | Term 2 |
|--|--|
| <p><u>Chemical: Matter Matters</u> Explore solids, liquids and gases Classify the different types of matter Observe distinct properties of materials</p> | <p><u>Earth and Space: Solar System</u> Solar system Planets Stars Scientific developments on daily life Contributors to understanding of the solar system Scientific process; ask questions, plan and conduct investigations, and make fair tests, variables to change and measure</p> |
| Term 3 | Term 4 |
| <p><u>Biological: Animal Adaptations</u> Living things survive in the environment structural features behavioural adaptations Data comparison to form explanations Extreme environments</p> | <p><u>Physical: Exploring the Transfer of Light</u> Light properties and shadow formation Reflection angles Impact of refraction on object perception Filters influence colour perception by absorbing light Connection between light source distance and shadow height</p> |



HASS

| Term 1 | Term 2 |
|--|--|
| <p><u>Geography: Impacts on the Environment – Europe and North America</u> Human characteristics Environmental characteristics Environmental and human influences Location of major countries in relation to Australia Large scale and small scale maps Cartographic conventions</p> | <p><u>Civics and Citizenship & Geography: Managing Australian Communities</u> Significance of laws and regulations Influence of individuals on the human characteristics of places zoning Aboriginal peoples and Torres Strait Islander peoples land and resource management Natural hazards</p> |
| Term 3 | Term 4 |
| <p><u>History: Communities in Colonial Australia - Gold Rush</u> British colonies in Australia after 1800 Impact of colonization on the lives of Aboriginal peoples Environmental impacts Daily life Perspectives in shaping the colonies Sequence events through timelines Great Australian Gold Rush</p> | <p><u>Civics and Citizenship & Economics: Participating in Australian Communities</u> Australia's democratic system; freedom, equality, fairness, and justice Types of resources by societies to satisfy present and future needs and wants Factors influencing consumer choices Strategies for making informed personal consumer and financial decisions</p> |

PHYSICAL EDUCATION

| Term 1 | Term 2 |
|--|--|
| <p>Swimming Fundamental swimming skills and techniques Stroke correction and general water safety practices</p> | <p>Athletics with appropriate equipment Long and High Jump Shot Put and Discus Sprinting and Hurdles</p> |
| Term 3 | Term 4 |
| <p>Games Unit Tunnel Ball, Leader Ball and Captain Ball Oztag modified game skills Learning to skip using individual and long skipping ropes</p> | <p>Water Safety Fundamental swimming skills and techniques Stroke correction and basic life-saving skills</p> |

HEALTH

| Term 1 | Term 2 |
|---|--|
| <p>Emotional Interactions Emotions and behaviours influence how people interact Skills to apply in relationships Identify practices that keep themselves and others safe and well Life Education Van visit</p> | <p>Healthy Habits Preventative health measures Healthy eating Regular exercise</p> |
| Term 3 | Term 4 |
| <p>Multicultural Australia Examining the changing nature of Australia's cultural identity Explore the influence of people and places</p> | <p>Growing Up Explore developmental changes and transitions Investigate strategies available</p> |

TECHNOLOGY

| Term 1 | Term 2 |
|---|---|
| <p><u>Digital: Information Systems/Excel</u> Community needs for information systems Variety of data types in digital systems Design and create an interactive spreadsheet Share information ethically</p> | <p>Digital: Digital Systems Digital Systems and their components Hardware and software Networks</p> |



| Term 3 | Term 4 |
|--|---|
| <p><u>Design:</u> Creature Design process 3D sculpture of a creature Explore the TinkerCad software</p> | <p><u>Design:</u> Light Maze Design and create their own light maze linked with Science unit Communicate design ideas Graphical representation Technical terminology</p> |

VISUAL ARTS

| Semester 2 |
|---|
| <p>Show Me a Story Explore narrative art and social comment through artists Patricia Abad and Alick Tipoti Plan artworks and apply drawing and painting media to express personal ideas about the world Explore line and shape using pattern, rhythm and variety</p> |

DANCE

| Term 1 |
|---|
| <p>Exploring Choreographic devices Elements of dance Choreographic devices used in performances Create a piece of choreography based on saving our environment</p> |

DRAMA

| Term 2 |
|--|
| <p>Global Theatre Explore directing, writing and performing skills Drama from different countries and cultures Create a written response to a performance</p> |

SPANISH

| Term 1 | Term 2 |
|---|---|
| <p>Mi rutina - <i>My routine</i> Using Spanish for classroom interaction Vocabulary and simple verbs related to daily routines Create a PowerPoint presentation to share a daily routine</p> | <p>¿A qué hora? – <i>What's the time?</i> Daily routine Time; me levanto a las ocho en punto (I get up at eight o'clock) Days of the week Adverbs of frequency; always, sometimes, never</p> |
| Term 3 | Term 4 |
| <p>En la selva - <i>In the jungle</i> Animal vocabulary Adjectives for description Comparative and superlative verbs Connectors; y, además, pero</p> | <p>¡Qué guay! - <i>That's cool!</i> Holiday vocabulary Leisure activities and plans Express preferences and make suggestions</p> |

MUSIC

| Term 1 | Term 2 |
|--|--|
| <p>Connect Analytically listen to a wide variety of music Identify how the elements of music affect an experience</p> | <p>Compose Explore online composing tools Develop their improvisation skills Identify the process of melody writing</p> |



Semester 2

Performance: Ukulele

Play chords

Finger-pick melodies

Play as an ensemble

Sing and play their ukulele simultaneously

YEAR SIX

Contact – SophieHarwood@rggs.qld.edu.au; JacquiGoltz@rggs.qld.edu.au

ENGLISH

| Term 1 | Term 2 |
|---|---|
| <p>Narrative <u>Listening, Speaking and Creating:</u> Discussions relating to text</p> <p><u>Reading and Viewing</u> 'Bindi' by Kirli Saunders Short stories Structure of narrative texts Strategies for comprehension; activating prior knowledge, making connections, questioning, monitoring, predicting, inferring, visualising and summarising</p> <p><u>Writing and Creating:</u> Words identified in texts Spelling rules and patterns Onset and rime in conjunction with Sound Waves unit program</p> | <p>Persuasive <u>Listening, Speaking and Creating:</u> Oral presentation skills Group discussions linked to author style and Australian history Questioning skills</p> <p><u>Reading and Viewing:</u> Explore James Maloney's narrative 'Bridget' and compare it to 'Bindi' by Kirli Saunders Comprehension strategies; activating prior knowledge, making connections, questioning, monitoring, predicting, inferring, visualising and summarising</p> <p><u>Writing and Creating:</u> Persuasive devices when comparing two narrative texts Point of view Words identified in texts Spelling rules and patterns</p> |
| Term 3 | Term 4 |
| <p>Persuasive <u>Listening, Speaking and Creating:</u> Identifying features in advertisement Discussing effectiveness of advertising features</p> <p><u>Reading and Viewing:</u> Persuasion in advertising Examining different forms of advertising to identify meaning Persuasive devices</p> <p><u>Writing and Creating:</u> Create a persuade advertisement for a chosen country in the continent of Asia (combining with HASS assessment) Words identified in texts Spelling rules and patterns</p> | <p>Narrative <u>Reading and Viewing:</u> Language features are selected by authors to impact a text Different authors affect audiences through vocabulary and image choice</p> <p><u>Writing and Creating:</u> Create narrative text Clauses Verbs and verb groups Nouns and noun groups Grammar and sentence structure Cohesive ties Similes Metaphors Words identified in texts Spelling rules and patterns</p> |



MATHEMATICS

| Term 1 | Term 2 |
|--|--|
| <p><u>Number and Algebra:</u> Positive and negative numbers Square numbers Prime and composite numbers Factor trees Comparing and ordering fractions Fractions as division Fractions as percentages Estimation strategies Multiplication and division models Patterns in table of values Inverse operations Multi-step problems</p> <p><u>Measurement and Geometry:</u> Metric system of measurement Perimeter and area of rectangles Angles</p> | <p><u>Number and Algebra:</u> Fractions – addition, subtraction, equivalence Addition and subtraction of decimals to tenths and hundredths Rounding decimals Order of operations Function machines</p> <p><u>Measurement and Geometry:</u> Reading timetables</p> <p><u>Statistics and Probability:</u> Categorical and numerical data Graphs</p> |
| Term 3 | Term 4 |
| <p><u>Number and Algebra:</u> Budgets Decimal addition and subtraction to thousandths Adding and subtracting fractions Decimal multiplication and division by 10, 100, 1000 Renaming fractions as percentages Discount Multistep problems Inverse operations</p> <p><u>Measurement and Geometry:</u> Measuring with tonnes and kilogram Reading and interpreting timetables Calculating duration Properties of shapes Cross sections of prisms Coordinates in one quadrant</p> | <p><u>Number and Algebra:</u> Positive and negative numbers Coordinates in four quadrants Decimals with four operations Percentages Patterns and rules</p> <p><u>Measurement and Geometry:</u> Transformations with coordinates</p> <p><u>Statistics and Probability:</u> Discrete and continuous data Probability</p> |



SCIENCE

| Term 1 | Term 2 |
|---|--|
| <p>Chemical: Stick it Together Investigate how Aboriginal and Torres Strait Islander peoples' knowledge of reversible and irreversible change Effective adhesives for purposes Develop a range of Inquiry Skills Communicate their findings in a scientific report</p> | <p>Biological: Let it Grow Growth and survival of living things Human impact on the environment Personal and community decision making Salinity investigations with tomato plants Communicate their findings in a scientific report</p> |
| Term 3 | Term 4 |
| <p>Physical: It's Electrifying Circuits and forms of energy Transfer of energy Generating electricity Solar, coal and wind power</p> | <p>Earth and Space: Natural Disasters Earthquakes Cyclones Volcanoes Impacts on communities</p> |

HASS

| Term 1 | Term 2 |
|---|--|
| <p>History: Federation Importance of Federation in Australia Significant dates and events Individual and group contributions to Federation Different perspectives on historical events and question implications</p> | <p>Civics and Citizenship & History: Australians as Global Citizens Democracy and citizenship differ between groups over time and place Responsibilities of citizens in Australia's democracy Status and rights of Aboriginal and Torres Strait Islander peoples Rights of women and children in history Migrants to Australia since Federation</p> |
| Term 3 | Term 4 |
| <p>Geography & Economics: Our Asian Neighbours Diverse environments in Asia Asian culture Australia's connections with Asian neighbours Economics, demographics, and social characteristics of countries across the Asian Region</p> | <p>Civics and Citizenship & Economics: Australian Government and Democracy Australian democracy and legal systems Rights and responsibilities of Australian citizens obligations as global citizens respond to an issue or challenge faced in our local area Create solutions to pitch to local ministers</p> |

PHYSICAL EDUCATION

| Term 1 | Term 2 |
|--|--|
| <p>Swimming Fundamental swimming skills and techniques Stroke correction and general water safety practices</p> | <p>Athletics with appropriate equipment Long and High Jump Shot Put and Discus Sprinting and Hurdles Interschool sports – hockey or netball</p> |
| Term 3 | Term 4 |
| <p>Games Unit Tunnel Ball, Leader Ball and Captain Ball Oztag modified game skills Learning to skip using individual and long skipping ropes Interschool sports – hockey or netball</p> | <p>Water Safety Fundamental swimming skills and techniques Stroke correction and basic life-saving skills</p> |



HEALTH

| Term 1 | Term 2 |
|---|---|
| <p>Puberty Physical and emotional changes during puberty Physiology of male and female bodies Reproductive systems and the importance of personal hygiene Life Education Van visit</p> | <p>Managing Relationships Healthy and Unhealth Relationships Emotions How to make friends Bullying</p> |
| Term 3 | Term 4 |
| <p>Diversity Who Am I? Similarities and differences Self Appreciation Who Influences Me Diversity & Human Rights</p> | <p>Healthy Habits Preventative health Physical and mental fitness Diet Information sources</p> |

TECHNOLOGY

| Term 1 | Term 2 |
|--|---|
| <p>Digital: Scratch Coding Identify and explore coding for game design Develop algorithms and include decision making in their design process</p> | <p>Digital: Scratch Coding – Game Design Identify and explore coding for game design Develop algorithms and include decision making in their design process Create a functional game of their choice</p> |
| Semester 2 | |
| <p>Design: Discovering the Design Process Design process Improvements to designs Evaluate plans Create a project plan Use graphical representations Technical terminology Culminating in a project to solve problems facing our community (linked with HASS unit)</p> | |

VISUAL ARTS

| Term 1 | Term 2 |
|---|---|
| <p>Stillness and Motion Create 2D artworks in response to still-life compositions by Margaret Olley and Margaret Preston Explore drawing and painting media, applying colour, balance and rhythm Communicate ideas using art terminology</p> | <p>Stillness and Motion Create mobiles in response to artworks by Juan Miro and Alexander Calder Explore balance, rhythm and movement Examine purposes and value of public art Communicate ideas using art terminology</p> |

DANCE

| Term 3 |
|--|
| <p>Mini Musical Elements and choreographic devices Create a piece of choreography Performance of a musical at Year 6 Graduation</p> |



DRAMA

Term 4

Mini Musical

Explore the elements of drama through in class activities
Performance at Year 6 Graduation

SPANISH

Term 1

Tengo hambre - *I'm hungry.*

Food vocabulary and modelled structures to express their likes and dislikes
Research food from Spanish-speaking countries

Term 2

Mi amiga es muy simpática - *My friend is very kind.*

Introduction of relatives and friends
Personality traits
Physical appearance
Writing format of a letter

Term 3

Voy a la ciudad - *I'm going to the city.*

Review verb; to go
City vocabulary; places and give directions
Professions
Quantifiers; mucho, poco

Term 4

Vamos de viaje - *Let's go on a trip.*

Holiday vocabulary
Transport and main attractions
Plan a trip

MUSIC

Term 1

Connect

Analytically listen to a wide variety of music
Identify how the elements of music affect their experience

Term 2

Compose

Online composing tools
Develop their improvisation skills
The process of melody writing

Semester Two

Ukulele

Sing and Play
Play chords, finger-pick melodies
Play as an ensemble
Sing and play their ukulele simultaneously

