

CRAIGSLEA STATE SCHOOL C2C CURRICULUM OVERVIEW: TERM 2, 2014

YEAR LEVEL	ENGLISH	MATHS	SCIENCE	HISTORY	GEOGRAPHY
PREP	<p>Unit 2: Enjoying and retelling stories Students explore how language is used to entertain through retelling events. Students will sequence events from a range of texts and select a favourite story to retell to a small group of classmates. Assessment Task: Oral - Retell a story</p>	<p>Unit 2: Measurement - compare the length and height of objects using direct and indirect comparison , describe the thickness and length of objects, describe, compare and order the duration of events, Shape - compare and sort objects based on shape and function, name familiar three-dimensional objects, construct using familiar three-dimensional objects, copy and describe lines, describe the shape of faces of objects, sort and describe familiar two-dimensional shapes Number and place value - recall forwards and backwards counting sequences, subitise collections to five, counting activities, represent counting sequences, connect number names and quantities, identify parts of a whole, represent different partitioning of a whole Location and transformation - identify and describe pathways, give and follow movement directions Patterns and algebra – copy, continue and describe repeating number patterns Assessment: Revision of work covered</p>	<p>Unit 2: Our Material World Students describe the properties of the materials from which familiar objects are made. Students observe and analyse the connection between properties of materials, objects and purposes so that they recognise the scientific decision making that occurs in everyday life. Assessment: Students conduct investigations to determine suitability of materials for a particular purpose and share their ideas and observations using scientific language and representations Water investigation: • discuss and represent observations of the effects of water on materials • waterproof and not waterproof materials Make a wind ornament</p>	Continue Term 1 work	Covered Semester 2

<p>1</p>	<p>Unit 3: Exploring characters in stories Students listen to, read, view and interpret spoken, written and multimodal literary texts to identify some features of characters in these texts and to create character descriptions. Assessment: Students create a character description using writing and images Unit 4: Engaging with poetry Students listen to, read and view a variety of poems to explore sound and rhythm. Students recite a poem to the class and reflect on their recitation Assessment: Comprehending Poetry Students read a poem and answer comprehension questions</p>	<p>Patterns and algebra - investigate repeating and growing patterns, connect counting sequences including 10s to growing patterns Number & place value - represent multiples of 10, represent two-digit numbers, standard partitioning of two-digit numbers, investigate equality, write simple addition and subtraction problems using '+' and '=', skip count forwards and backwards in tens to 100 Location and transformation – explore, identify and interpret location, position, direction and movement Fractions and decimals - investigate wholes and halves Measurement - explore and telling time to the hour. Money — sort, classify and describe Australian coins, describe buying and selling situations Shapes and objects — describe and classify 2D shapes and 3D objects according to geometric features Assessment: Short answer questions Students demonstrate their understanding of addition and subtraction and sort shapes and objects according to features</p>	<p>Students explore materials and describe their properties. They describe the actions they use when making physical changes to a material to make an object for a purpose. Assignment/Project: Don't rock the boat To identify physical changes made to a material and describe the boat. To make a prediction, conduct an investigation and record observations. Investigating a material's ability to contain or hold objects.</p>	<p>Covered Term 1</p>	<p>How do people use places? How can spaces within a place be rearranged to suit different purposes? Students: • draw on studies at the personal scale, including familiar places, for example, the school, local park and local shops • understand that the features of places can be natural or constructed • represent and label spaces within a place on a pictorial map and describe using the language of direction and location Assessment: a collection of work based on unit content</p>
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<p>2</p>	<p>Unit 3: Identifying stereotypes Students read, view and listen to a variety of texts to explore how depictions of characters in print, sound and images create stereotypes. Assessment: Written and spoken presentation: Identifying stereotypes Students create and present an alternative description of a stereotypical character Unit 4: Responding persuasively to narratives Students read, view and listen to a variety of literary texts to explore how stereotypes are used to persuade audiences. Assessment: Students create a persuasive response. They compare how the representations of a character are depicted differently in two publications of the same story and give reasons for a particular preference</p>	<p>Shape – recognise, name, describe and draw familiar 2D shapes and 3D objects Number and place value – represent, read and write two-digit numbers, partition two-digit numbers into place value parts, partition smaller numbers, explore the 3s counting sequence. Patterns and algebra - infer pattern rules from familiar number patterns, identify missing elements in counting patterns, and solve simple number pattern problems. Fractions, decimals - describe fractions as equal portions or shares, represent halves, quarters and eighths of shapes & collections, describe the connection between halves, fourths and eighths, and solve simple number problems involving halves, fourths and eighths Measurement - use a calendar, identify the number of days in each month, relate months to seasons, tell time to the quarter hour, measure, compare and order objects using informal units of length and area Money — count collections, make and identify equivalent coin combinations Addition and subtraction— applying the inverse relationship, represent addition and subtraction Multiplication and division - explaining multiplication as sharing ‘equal quantities’, representing multiplication as arrays. Assessment: short answer questions around what has been covered</p>	<p>Unit 2: Toy Factory Students understand how push or pull affects how an object moves or changes shape and investigate and explain how pushes and pulls cause movement in objects used in their daily lives. Students use informal measurements to make and compare observations about movement. They then apply this science knowledge to explain how pushes and pulls can be used to change the movement of a toy or object they create. Assessment: Presentation: Toy design</p>	<p>Covered in Term 1</p>	<p>What is the story of my place? Location of Australia using globes and maps to locate and name the continents, oceans, equator, and North and South poles Location on the surface of the Earth which can be expressed using direction and location of one place from another, activities using scales Assessment: Collection of work: Represent data and the location of places and their features in tables, plans and on labelled maps.</p>
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<p>3</p>	<p>Unit 3: Exploring personal experiences through events Students explore a literary text that deals with an ethical situation. Assessment: Students write a persuasive letter that links to the literary text. Unit 4: Exploring procedure Students listen to, read, view and analyse informative, literary and digital texts about caring for animals Assessment: Students plan and create a written procedure</p>	<p>Shape: identify and describe the features of familiar 3D objects, make models of 3D objects Number and place value: represent, compare and order 3-digit numbers, partition 3-digit numbers into place value parts, consolidate familiar counting sequences, investigate odd and even numbers, describe the inverse relationship between addition and subtraction, derive an efficient strategy for $\times 3$, represent and explain division facts with 0, use arrays to represent recall multiplication number facts, double and halve multiples of 10, solve simple problems involving multiplication and division. Patterns and algebra: infer pattern rules from familiar number patterns, identify and continue additive number patterns, identify missing elements in number patterns Fractions and decimals - describe fractions as equal portions or shares, represent halves, quarters and eighths and thirds of shapes and collections describe the connection between halves, fourths (quarters) and eighths, solve simple number problems involving fractions. Money: represent amounts, equivalent combinations of coins and notes and solve simple shopping problems Location: creating and interpreting simple grid maps and showing position and pathways Geometric reasoning: identify and compare angles Assessment: Written activities around the concepts covered</p>	<p>Unit 2: Hot stuff Students explore ways by which heat is produced such as the Sun, rubbing, electricity and chemically (burning). Students will also study the behaviour of heat as it moves from one object to another. Assessment: Students investigate a variety situations involving heat. They: - make predictions - collect and record observations using formal measurements - suggest possible reasons for findings - explain observations using knowledge of the behaviour of heat - identify examples of when this science knowledge can affect people's actions.</p>	<p>Continued Term 1</p>	<p>Continued Term 1</p>
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4	<p>Unit 3: Examining traditional stories from Asia Students read and analyse traditional stories from Asia, finding literal and inferred meaning and explaining the message or moral in traditional stories from Asia.</p> <p>Assessment: Students write a traditional story that includes a lesson, moral or message for a younger audience</p> <p>Unit 4: Retelling an Aboriginal peoples' and/or Torres Strait Islander peoples' story Students listen to, read and view stories about and from Aboriginal and Torres Strait Islander histories and cultures focusing on language features, themes and messages in stories. Assessment: Students present an informative oral about a selected story.</p>	<p>Number and place value: read, identify & describe place value in 5-digit numbers, partition numbers, compare & order 5-digit numbers, identify odd & even numbers, generalise about the properties of odd and even numbers and about adding, subtracting, multiplying & dividing odd & even numbers, identify sequences created by multiplying by 10, 100 and 1 000, continue number sequences, apply mental & written strategies to computation</p> <p>Fractions and decimals: revise & investigate fractions created through repetitive halving and thirding, counting, represent halves, quarters, thirds and fifths on number lines & with various models, investigate equivalent fractions, solve fraction problems</p> <p>Shape: revise properties of 2D shapes including polygons and quadrilaterals, identify combined shapes, explore properties of shapes used in tangrams, and creating polygons and other combined shapes using tangrams.</p> <p>Location: use simple scale, legends and cardinal compass points to find and describe locations and pathways</p> <p>Geometric reasoning: identify angles as equal to and not equal to right angles</p> <p>Money: calculate change to the nearest 5 cents</p> <p>Assessment: Short answer questions demonstrating their understanding: the relationships between the four operations and odd and even numbers, number and algebra and simple scales and legends to interpret maps</p>	<p>Unit 2: Life cycles Students examine relationships between living things and their dependence on the environment. By considering human and natural changes to the habitats, students will predict the effect of these changes on living things, including the impact on the survival of the species.</p> <p>Assessment: Mapping life cycles and relationships Annotated diagram showing relationships between living things</p>	Covered in Term 1	<p>Exploring environments and places Students build on their mental map of the world and their understanding of place with a focus on Africa and South America looking at the types of natural vegetation and native animals on both these continents and their relative location</p> <p>They examine the interconnections between people and environment</p> <p>Assessment: Collection of Work: Students describe and compare the characteristics of place in different locations at the national scale and represent data, location of places & their characteristics in simple graphic forms, including large-scale maps simple grid references, compass direction & distance</p>
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<p>5</p>	<p>Unit 3: Examining persuasive texts Students listen to, read, interpret, analyse and write persuasive texts to demonstrate understanding of persuasive text structure, persuasive devices and language features used in persuasive texts. Assessment: Construct a persuasive text Unit 4: Examining informative texts Students listen to, read, interpret, analyse and write information texts. Students demonstrate understanding of identified research skills, information text structure, language and visual features of information texts. Assessment: Construct an information text</p>	<p>Number and place value: round & estimate to check reasonableness of answers, explore mental computation strategies for multiplication and division, solve problems using mental computation strategies, multiply and divide using a range of strategies, apply estimation to round & check answers explore & identify factors & multiples Patterns and algebra: create and continue patterns involving whole numbers, fractions and decimals; explore strategies to find unknown quantities Fractions and decimals: make connections between fractional numbers and the place value system, and represent, compare and order decimals to and beyond hundredths Location and transformation - investigate and create reflection, translation and rotation symmetry, transform shapes through enlargement and describe the feature of transformed shapes Shape: identify representations of 3D objects; link 2D representations with 3D objects Geometric reasoning - identify the components of angles, construct and measure angles Data representation and interpretation: explore methods of data representation to construct and interpret data displays; reason involving data Assessment: Generation Geometry To estimate, measure and construct angles, to make connections between three-dimensional objects and their two dimensional representations, to describe the symmetry and transformation of two-dimensional shapes and designs</p>	<p>Unit 2: Our place in the solar system Students describe the key features of our solar system including planets and stars. They will discuss scientific developments that have affected people's lives and describe details of contributions to our knowledge of the solar system from a range of people. Assessment: Planetary Data: Recording sheet Students will: <ul style="list-style-type: none"> • research information about planets in the solar system • record data about planets in the solar system • compare two planets in the solar system based on data collected Assignment/Project: Exploration of the solar system Describe features of the solar system and developments in science which improve people's understanding of the world.</p>	<p>Covered in Term 1</p>	<p>Unit 1: Exploring how people and places affect one another Students extend their mental map of the world with a focus on Europe and North America looking at relative location of places at a national scale, the human and environmental factors that influence the characteristics of places and the interconnections between people and environment examined through climate and urbanisation data and maps of vegetation distribution and landforms. Assessment: Students will develop a collection of work (Portfolio) that investigates the inquiry question: <ul style="list-style-type: none"> • How do people and environments influence one another? </p>
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<p>6</p>	<p>Unit 3: Examining advertising in the media Students read, view and listen to advertisements in print and digital media. They understand how text features & language combine for persuasive effect. Assessment: Poster/multi-modal presentation: Students plan and create a multimodal advertisement to promote a holiday destination. Students publish the advertisement by selecting and laying out images and text features. Reading comprehension Students view, read and comprehend two advertisements about tourist destinations. They make comparisons between the two texts. They answer questions in multiple choice and short answer formats</p> <p>Unit 4: Exploring news reports in the media Students listen to, read and view a variety of news reports from television, radio and internet. Students identify and analyse bias and the effectiveness of language devices that represent ideas and events and influence an audience. Assessment: Create a written analytical response that examines and evaluates the language features that represent ideas and events and influence an audience in a news report</p>	<p>Fractions and decimals: apply mental and written strategies to add and subtract of decimals, solve problems involving decimals, make generalisations about multiplying whole numbers and decimals by 10, 100 and 1 000, apply mental and written strategies to multiply decimals by 1-digit whole numbers, locate, order and compare fractions with related denominators and locate them on a number line Shape: problem solve and reason to create nets and construct models of simple prisms and pyramids Measurement: make connections between volume and capacity Number and place value: identify, describe and continue square and triangular number patterns, make generalisations about the relationship between square and triangular numbers, explore numbers below zero and position integers on a number line. Patterns and algebra: continue and create sequences involving whole numbers and decimals, describe the rule used to create these sequences and explore the use of order of operations to perform calculations Geometric reasoning: generalise about angles on a straight line, angles at a point and vertically opposite angles, and use these generalisations to find unknown angles Assessment: Collection of information around concepts covered</p>	<p>Unit 2: Students investigate electrical circuits as a means of transferring & transforming electricity. They design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production. They identify where scientific understanding and discoveries related to the production and use of electricity has affected people’s lives and evaluate personal and community decisions related to use of different energy sources and their sustainability Assessment: Conduct various investigations involving the transfer of energy. Researching energy sources: Students undertake research to develop an understanding of the benefits and drawbacks of different energy sources used for the production of electricity.</p>	<p>Continue Term 1</p>	<p>Continue Term 1</p>
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<p>7</p>	<p>Unit 3: Reading and creating life writing: Biographies Students read biographies to identify text structures and language features. Assessment: Biography Students write a biography about a person who has displayed courage. Reading comprehension: Students read and comprehend a biographical text Unit 4: Reading and creating life writing: literary memoirs Students continue their study of life writing by reading and analysing autobiographical narratives including pictures books. Assessment: Written: Literary memoir Students create a literary memoir that is inspired by an abstract noun and is about a significant life event</p>	<p>Patterns and algebra: use variables to represent numbers, create algebraic expressions, evaluate algebraic expressions by substitution Linear and non-linear relationships: plot points on a Cartesian plane, find coordinates for points on a Cartesian plane, solve simple linear equations and create and analyse graphs from authentic data, develop methods of isolating a variable in an equation and solve simple linear equations Geometric reasoning: develop geometry conventions and angle relationships, explore transversals and angles associated with parallel lines and find unknown angles using angle relationships Real numbers: revise place value and rounding whole numbers and make connections to rounding decimals and multiply fractions Number and place value: create generalisations about adding and subtracting integers and add and subtract integers Assessment: Short answer questions: Identify and use corresponding, alternate and cointerior angles on parallel lines and solve simple linear equations Recall and identify corresponding, alternate and co-interior angles when two straight lines are crossed by a transversal. Solve simple linear equations and evaluate mathematical algebraic expressions after substituting.</p>	<p>Moving right along: Exploring motion Students investigate balanced and unbalanced forces and the effect these have on the motion of an object. They explore the effects of gravity and consider the difference between mass and weight. Students investigate the impact of friction on a moving object and the forces involved in simple machines. They consider how understanding of forces and simple machines has contributed to solving problems in the community and how people use forces and simple machines in their occupations. Assessment: Applications in real systems Students apply knowledge to construct and test a balloon powered vehicle and investigate forces acting on the vehicle. Students build on their understanding of simple machines to examine how changes to levers and pulley systems affect forces, within more complex systems. Students investigate applications of forces in transport systems and consider how scientific and technological developments have improved vehicular safety</p>	<p>Continue from Term 1</p>	<p>Continue from Term 1</p>
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