Whole school curriculum and assessment plan: Australian Curriculum P–10

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum v3.0,*  <www.australiancurriculum.edu.au>.

School: Regional centre:

| School information and data | | | Sources for gathering information and data |
| --- | --- | --- | --- |
| Total enrolments | Insert the total number of students at the school. | | Systemic  Identify systemic sources of information and data, e.g. NAPLAN, QCATs, Year 1 Literacy and Numeracy Checkpoints, Year 2 Diagnostic Net.  School-based  Identify school-based sources of information and data, e.g. classroom assessment, whole year activities, QCATs. |
| Year levels | Insert the year levels taught at the school. | |
| Student information | % males:  Insert the % of male students. | % females:  Insert the % of female students. |
| % Indigenous students:  Insert the % of students that are Indigenous. | % students with disabilities:  Insert the % of students that have disabilities. |
| Staff information | Number of teaching staff:  Insert the number of teaching staff. | Number of non-teaching staff:  Insert the number of non-teaching staff. |
| Systemic priorities  The top three priorities for 2012 are:  Insert the teaching and learning priorities for your schooling sector. | | |
| School-based priorities  Our top three priorities for 2012 are:  Identify the teaching and learning priorities for your school. | | |

Whole school curriculum and assessment plan: what we currently do

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| Mission statement:  Insert your school mission statement. | | | |
| What are our future goals for teaching and learning?  Identify the teaching and learning goals for your school beyond 2012. | | | |
| What we are doing and will continue doing to improve teaching and learning? | What we are doing and will continue doing to build staff capacity through continuing professional development? | What we are doing and will continue doing to manage our resources effectively. | What we are doing and will continue doing to ensure parent and community engagement. |
| For each category below, identify the strategies being implemented at your school to improve teaching and learning during 2012. | For each applicable category below, identify the professional development activities that will build staff capacity during 2012. | For each applicable category below, identify how resources are being effectively managed during 2012. | For each applicable category below, identify how your school will engage with parents and the community during 2012. |
| Pedagogy focus:  Teaching expertise to support pedagogy focus:  Catering for all learners: | School leaders:  Teaching staff:  Support staff:  Ancillary staff: | Human resources:  Financial resources:  Physical resources: | Parent engagement:   * Term 1: * Term 2: * Term 3: * Term 4:   Parents and Friends/Citizens Association:  Community links: |

Whole school curriculum plan: P–10 overview

### Teaching and learning term overview across P–10

|  |  | Term 1 | Term 2 | Term 3 | Term 4 |
| --- | --- | --- | --- | --- | --- |
| English | P | Children develop emerging awareness of text structure and organisation and texts in context. They interpret literature through exploration of predictable text structures and common visual patterns represented in a range of literary and non-literary texts, including nonfiction books, everyday texts, picture books, oral texts, types of stories, film and dramatic performances.  Children may respond through pictorial representations, performances, short statements and simple recounts. | Children engage with a range of spoken, written and multimodal stories, including oral stories and inscriptional traditions from Aboriginal peoples and Torres Strait Islander peoples to understand language for interaction, literature in context, and language of variation and change.  Children may respond through pictorial representations, performances, short statements and simple recounts. | **Exemplar unit: Symbol systems and multimodal texts**  Children develop an understanding of the symbol system used in everyday life for interacting with others and expressing needs, likes and dislikes.  Children explore and create a range of multimodal texts, including poetry and rhyme, to develop an understanding of sound-and--letter knowledge and a range of language features, and identify common visual patterns. | Children engage with a range of texts, including texts from and about Asia. Children examine and respond to literature, describing differences between imaginative and informative texts, and creating short imaginative texts.  Children express and develop ideas in oral, written and multimodal texts, including pictorial representations, performances, short statements and simple recounts. |
| 1 | My experiences  Children examine the language of communication in real and imaginative contexts.  Children construct a personal recount about a shared class experience and share feelings about their experiences with their peers and teacher. | Word play  Children listen to, read and view poetry, rhyming verse and dramatic performances to engage with structure and language to create characters.  Children explore and experiment with the language in rhyming verse and poetry to describe people in the world around them. They contribute ideas and use turn taking to listen and recognise the contributions of others. | My story  Children explore picture books, stories and films from Asian peoples, Aboriginal peoples and Torres Strait Islander peoples and traditional tales from other cultures.  Children create imaginative texts with a focus on language to describe and explain events, settings and characters based on real experiences and stories from the past. | Exemplar unit: My favourite  Children listen to, read, view and interpret spoken, written and multimodal texts designed to inform and persuade.  Children look at the way multimodal information texts use language and visual images to persuade an audience to play a game or read a particular book. |
| 2 | Telling stories about family and friends  Children listen to and record stories from family, friends and community members to learn about their own history and the history of others, including Aboriginal peoples’ and Torres Strait Islander peoples’ oral narrative traditions that reinforce family connections.  Children record and retell stories as a multimodal text. | Persuading people  Children listen to, read, view and compare persuasive texts and analyse the features of persuasive texts.  Children create short persuasive texts explaining their personal preferences for a text or texts. | Exemplar unit: Finding and using information  Children listen to, read, view, interpret and create multimodal texts that inform and explain. Children understand the structure and organisation of these texts and the way language and visuals (including illustrations and diagrams) are used to communicate information.  Children give a spoken/signed explanation of key facts about their chosen topic and create a multimodal informative report including written facts, supporting evidence and illustrations or images. | Stories from Australia  Children explore Australian poetry and stories, visual art and music inspired by the environment, historic buildings or where an author or artist lives, including Aboriginal peoples and Torres Strait Islander peoples who have stories, poetry, oral narrative traditions deeply connected to land and country.  Children analyse texts using new knowledge of context, language and visual features.  Children create a multimodal dramatic performance of a poem. |
| 3 | Investigating how to persuade others  Students explore a range of literary and non-literary texts including print, digital and nonfiction film and choose a topic to investigate.  Students express personal responses to and opinions about texts.  Students engage in discussion to persuade their peers to accept their point of view, and they create a written persuasive exposition. | Let’s remember and celebrate  Students listen to, read, view and interpret poems from local communities and other cultures used in special events and celebrations.  Students create an informative procedure for an event or celebration.  Students plan, rehearse and present a multimodal poetry performance. | Exemplar unit: Action stories  Students listen to, read, view and interpret imaginative narratives with a focus on describing settings, characters and complex sequences of events.  Students look at text structure and organisation and how it is used to develop a character through a series of events in picture books and simple chapter books.  Students consider how different texts appeal to readers by using varied sentence structures and descriptive language.  Students create and publish character profiles and imaginative narratives in a collaborative online writing space. | Information about our past  Students investigate how informative texts present new content and use illustrations and diagrams to convey information.  Students listen to, read, and view a range of stories about journeys to Australia and research to create a multimodal information report with sequenced information and multimodal elements. |
| English | 4 | Exemplar unit: Playing with words  Students interpret poetry and experiment with deliberate wordplay to create an emotional response, including the use of nonsense words, spoonerisms, neologisms and puns. Texts will include Australian literature.  Students create a multimodal imaginative poetry performance.  Students create a written analysis of the language of feeling, range of devices and word play in a poem. | **Exploring informative texts**  Students investigate and interpret the technical language of informative texts, including online and multimodal texts.  Students explore and review a range of instructive and procedural texts used in everyday life, including print, digital and online texts.  Students create a short report on the language and features of informative texts. | Telling stories  Students investigate and engage with the language, structure and purpose of storytelling, including stories from the past and from other cultures.  Students listen to, read and view oral narrative traditions and contemporary literature of Aboriginal cultures and Torres Strait Islander cultures as well as histories and texts from and about Asia.  Students create a short imaginative narrative with a focus on descriptive writing | **Persuading others**  Students investigate and interpret the different ways persuasive language is used in nonfiction, film and multimodal texts.  Students build understanding for NAPLAN writing in Year 5.  Students listen to a persuasive speech to identify the key points and persuasive features.  Students create a multimodal persuasive report that makes connections between two articles with similar ideas and identifies the key points, characteristic persuasive features and intended audience. |
| 5 | **Literary texts**  Students explore and interpret interpersonal relationships and ethical dilemmas represented in literary texts, including film and digital texts.  Students discuss then create a multimodal review of their chosen text, considering how it conveys different perspectives about ethical dilemmas and their impact on interpersonal relationships. | **Navigating informative texts**  Students listen to, read, view, interpret and evaluate a range of informative texts, including various types of [media texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=media+texts), newspapers, film, [digital and nonfiction texts](http://www.australiancurriculum.edu.au/Glossary?a=E&t=digital+texts).  Students create an informative report using technical and content information about a topic of interest.  Students read a peer’s informative report, interpreting and analysing it to provide feedback. | **Building on the aesthetic**  Students understand, interpret, experiment and enjoy exploring sound devices and imagery, including simile, metaphor and personification in poetry; songs; anthems and odes.  Students create an imaginative poetry performance to adapt imaginative ideas and convey emotion. | **Exemplar unit: Relationships and problems in stories**  Students explore a range of non-stereotypical characters and elaborated events, including flashbacks and shifts in time in junior and early adolescent novels.  Students create an imaginative narrative, which explores themes of interpersonal relationships and ethical dilemmas between two characters in real-world or fantasy settings. |
| 6 | **Investigating interpersonal relationships and ethical dilemmas in literature**  Students describe complex sequences, a range of non-stereotypical characters, and elaborated events, including flashbacks and shifts in time.  Students explore themes of interpersonal relationships and ethical dilemmas within real‑world or fantasy settings.  Students analyse, discuss and create an imaginative narrative. | Exemplar unit: Online news  Students develop their understanding of how online multimodal texts inform and persuade audiences through choice of language, structure and images.  Students analyse, discuss and create multimodal persuasive and informative texts, and contribute their texts to an online class news source. | Looking at literature  Students listen to, read, view, interpret and evaluate contemporary spoken, written and multimodal films, digital texts, junior and early adolescent novels, dramatic performances and poetry, and compare them with texts from earlier times. | **Informative texts**  Students analyse how informative texts supply technical and content information.  Students identify informative text structures, including chapters, headings and subheadings, tables of contents, indexes and glossaries, and language features including complex sentences, unfamiliar technical vocabulary and information presented in graphics.  Students discuss how information is presented in informative texts and create an analytical explanation on a topic of interest. |
| 7 | Exemplar unit: Can you persuade me?  Students investigate how persuasive text structures, language features and appropriate vocabulary shape meaning and influence others to understand a particular point of view.  Students compare a range of persuasive texts and explain how they are effective in influencing audiences.  Students create and deliver a multimodal persuasive presentation. | Checking and substantiating information sources  Students examine how informative and procedural texts use graphics for an identified purpose.  Students listen to and follow procedural instructions.  Students investigate and critically evaluate a range of information sources on a chosen topic and create an informative report. | Looking at Australian literature  Students investigate the perspectives in a range of Australian literature, including Aboriginal peoples’ and Torres Strait Islander peoples’ oral narrative traditions and contemporary literature, early adolescent novels, short stories, plays and film.  Students make inferences and synthesise ideas and viewpoints to draw reasoned conclusions and discuss how literature represents Australia, Australians and our place in the world.  Students create a literary analysis. | Transforming texts  Students develop an understanding of how protest poetry, songs and multimodal texts represent historical, cultural and social perspectives over time.  Students use the ideas and perspectives in a text to create a transformation to a different text type. |
| 8 | Exemplar unit: Personal stories  Students examine and analyse how individuals are represented in a range of media texts, including newspapers, magazines and digital texts.  Students examine and experiment with text structures, language features, and visual forms to create a personal narrative that represents their own identity. | Literature that influences  Students investigate and interpret poems and short stories from a range of cultures including those from or about Asia that reflect on and challenge the values of an individual or group and influence emotions and opinions.  Students create an anthology that explores emotional responses to a variety of literature from a range of cultures. | Comparing literary texts  Students explore themes of interpersonal relationships and ethical dilemmas represented in a novel, including contemporary novels by or about Aboriginal peoples and Torres Strait Islander peoples, and compare how other text types, including film and poetry, represent similar themes.  Students analyse the author’s purpose and justify their point of view about how the author positions the reader. | The impact of communication technology  Students research how the language of technology has evolved over time and how technology and social media have influenced language use and forms of communication for different groups.  Students create and deliver a persuasive presentation using research to show how social media has raised awareness of sustainability issues. |
| **English** | 9 | Australian identity  Students engage with a range of Australian literary texts including short stories and dramatic performances, and the oral narrative traditions and contemporary literature of Aboriginal peoples and Torres Strait Islander peoples.  Students explore how events, situations and people can be represented from different perspectives and draw conclusions about characters, events and key ideas, justifying these with selective use of textual evidence.  Students identify, interpret and critically evaluate how text structures and language features of texts, including literary techniques, are designed to appeal to audiences and create an Australian identity. | Technical and scientific language  Students examine short scientific articles that include technical information from credible/verifiable sources described using abstract and scientific language and vocabulary and supported by graphic representations.  Students examine the purpose, language and structure of science fiction stories and films.  Students transform a short scientific article into a science fiction short story. | Global texts  Students select, read and view literary and non-literary texts including those from and about Asia to compare and contrast human experience in response to ethical and global dilemmas.  Students explore how events, situations and people are represented from different perspectives.  Students create a report that compares and contrasts different representations of Asia, making judgments about the selected texts’ structures, language features, literary techniques and interpretations. | Exemplar unit: Language online  Students investigate contemporary media to develop a critical understanding of the differences between media texts and the responsibilities of online interactions.  Students identify changes in language to describe new media, and how jargon and technical language reinforces membership of specific communities.  Students innovate with texts, using visual and non-verbal forms of language to establish relationships with different audiences and evaluate the effectiveness of an online hybrid space. |
| 10 | Exemplar unit: Representations of adolescents  Students analyse and explain how language and images create representations of adolescents.  Students analyse and evaluate satirical language and texts, and media texts and images. | Contemporary literature  Students compare and contrast the social, moral and ethical themes in a range of contemporary literature texts, including the close study of a novel.  Students evaluate how text structures, language and visual features can be used to influence audience response. | The classics  Students investigate classic world literature, including a play by Shakespeare, to explore themes of human experience and cultural significance.  Students reflect on the classic and contemporary relevance of the themes in world literature and discuss how language devices layer meaning and influence audiences. | Perspectives on issues and events in media texts  Students analyse and evaluate how human experience is represented in new media texts and documentaries, including the use of images.  Students develop a critical understanding of the contemporary media and analyse the differences between news media texts. |
| Mathematics | P | During this term children will:   * make connections with prior learning * explore numbers to 20 * identify attributes of objects, including length, mass, capacity and time, and sort and classify objects based on their attributes * sort, describe and name familiar 2-D shapes and 3‑D objects, and describe the position and movement of these objects * connect days of the week to familiar events and actions * answer yes/no questions to collect data. | During this term children will:   * make connections with prior learning * investigate, explore and list patterns in numbers * identify which attributes are important for a particular purpose * recognise shapes and objects in the environment, and describe the position and movement of these objects * connect days of the week to familiar events and actions * answer yes/no questions to collect data. | **Exemplar unit: Comparison challenges** During this term children will:   * make connections with prior learning * apply knowledge of number, including addition, sharing and subitisation, to practical situations * use attributes to compare * describe position based on landmarks * connect days of the week to familiar events and actions * answer yes/no questions to collect data. | During this term children will:   * make connections with prior learning * apply knowledge of number, including addition, sharing and subitisation, to practical situations * make choices-based comparisons * describe position and movement * connect days of the week to familiar events and actions * answer yes/no questions to collect data. |
| 1 | During this term children will:   * make connections with prior learning * explore numbers to 100, including partitioning and the use of number lines * skip count by twos, fives and tens * recognise part–whole relationships * compare the length and capacity of objects * sort coins * tell time to the half-hour * describe duration using months, weeks days and hours * sort, describe and recognise familiar 2-D shapes and 3-D objects * connect days of the week to familiar events and actions * describe position and movement * use the language of chance * choose simple questions and gather responses * represent data with objects and drawings. | During this term children will:   * make connections with prior learning * investigate, explore, and describe patterns in number, including partitioning and the use of number lines * skip count by twos, fives and tens * recognise and describe one-half as one of two equal parts of a whole * measure using uniform informal units * describe attributes of coins * tell time to the half-hour * describe duration using months, weeks days and hours * classify 2-D shapes and 3-D objects according to obvious features * connect days of the week to familiar events and actions * give and follow directions to familiar locations * identify outcomes of familiar events involving chance * choose simple questions and gather responses * represent data with objects and drawings. | **Exemplar unit: Measure and compare drink bottles**  During this term children will:   * make connections with prior learning * apply knowledge of number, including addition, subtraction and partitioning, to practical situations * skip count by twos, fives and tens * describe one-half as one of two equal parts of a whole * measure and compare two objects * recognise coins and make comparisons * tell time to the half-hour * describe duration using months, weeks days and hours * classify 2-D shapes and 3-D objects according to obvious features * connect days of the week to familiar events and actions * give and follow directions to familiar locations * identify outcomes of familiar events involving chance * choose simple questions and gather responses * represent data with objects and drawings. | During this term children will:   * make connections with prior learning * apply knowledge of number, including addition, subtraction and partitioning, to practical situations * skip count by twos, fives and tens * describe one-half as one of two equal parts of a whole * make comparisons in practical applications * recognise coins and make comparisons * tell time to the half-hour * describe duration using months, weeks days and hours * classify 2-D shapes and 3-D objects according to obvious features * connect days of the week to familiar events and actions * give and follow directions to familiar locations * identify outcomes of familiar events involving chance * choose simple questions and gather responses * represent data with objects and drawings. |
| 2 | During this term children will:   * explore sequencing, counting, grouping, partitioning and ordering collections to at least 1000 * investigate the connection between addition and subtraction through mental and written strategies, sequences and representations of problems * explore monthly and seasonal data and use it in the creation of data displays * revise and consolidate number and place value. | **Exemplar unit: Is the whole greater than the sum of its parts?**  During this term children will:   * explore sequencing, counting, grouping, partitioning and ordering collections to at least 1000 * investigate the connection between addition and subtraction through mental and written strategies, sequences and representations of problems * recognise and represent multiplication and division as arrays, groups and patterns * describe and compare halves, quarters and eighths of collections, time and turns * interpret maps of familiar locations * explore geometrical and spatial reasoning through 2-D shapes, 3-D objects, flips and slides * compare and contrast informal units and use the language of measurement. | During this term children will:   * recognise and represent multiplication and division as arrays, groups and patterns * investigate pattern through comparing and ordering shapes and objects based on length, area, volume and capacity, using uniform informal units * investigate more precise patterning through mass and balance scales * compare mass and capacity through description of the features of 3-D objects. | During this term children will:   * explore the connection between addition and subtraction, and the links to multiplication and division * count and order small collections of Australian coins and notes according to their value * explore the chance of likely, unlikely, certain and impossible events through data collection, interpretation and representation. Variables used are everyday and relevant to children’s experience (bus timetables, bells, the sun coming up, coin toss). |
| Mathematics | 3 | During this term students will:   * investigate number patterns with addition and subtraction * investigate odd and even numbers * apply place value to 5000 * recognise and explain the connection between addition and subtraction * recall and use single-digit addition facts * represent money and count change * measure, order and compare length, mass and capacity * tell time to the minute. | During this term students will:   * partition and regroup to 5000 * recall and use single-digit addition facts * recall and use multiplication facts of 2, 3, 5 and 10 * model and represent unit fractions including 1/2, 1/4, 1/3 and 1/5 * make 3-D objects * conduct chance experiments * identify data sources * collect and display data. | During this term students will:   * apply place value to 10000 * recall and use multiplication facts and related division facts * solve problems involving multiplication * connect multiples of fractions * measure, order and compare length, mass and capacity * create and interpret simple grid maps * identify data sources * collect, display and interpret data. | **Exemplar unit: Exploring shapes and angles**  During this term students will:   * partition and regroup to 10 000 * solve problems involving multiplication * conduct simple money transactions to the nearest five cents * locate, describe and identify shapes and symmetry and angles of turn * recognise and model the key features of 3‑D objects * use time units * conduct chance experiments, recognising variation in results * interpret and compare data. |
| 4 | During this term students will:   * recognise, represent, order and apply place value of numbers up to tens of thousands * apply multiplication facts (2, 3, 4, 5, 10) * investigate fractions (count by halves, quarters and thirds) * investigate multiplication number patterns * investigate time and length * revise and consolidate Year 3 concepts as required. | **Exemplar unit: Shapes, area, angles and symmetry in the environment**  During this term students will:   * revise and consolidate Term 1 concepts as required * recognise, represent and order numbers up to tens of thousands * apply multiplication and related division facts (2, 3, 4, 5, 6, 9, 10) * investigate properties of odd and even numbers * investigate number sequences involving multiples (3, 4 ,6, 7, 8, 9) * split and combine two-dimensional shapes * investigate the area of regular and irregular shapes * compare and classify angles * investigate symmetry. | During this term students will:   * revise and consolidate Terms 1 and 2 concepts as required * apply place value to partition, rearrange and regroup numbers to at least tens of thousands * apply multiplication and related division facts (2, 3, 4, 5, 6, 7, 8, 9, 10) * use efficient written and mental strategies for multiplication and division * apply place value of numbers to tenths and hundredths * make connections between fractions and decimals (equivalence) * locate and represent fractions on a number line * use addition and subtraction to find unknown quantities * investigate mass, capacity and temperature * investigate location (scale, legend, direction) * explore chance * collect data, and create and evaluate data displays. | During this term students will:   * revise and consolidate Terms 1, 2 and 3 concepts as required * apply place value to partition, rearrange and regroup numbers to at least tens of thousands * solve word problems for multiplication and division, using a variety of strategies * solve word problems related to money (purchases and change) * investigate the area of regular and irregular shapes * investigate volume * compare and classify angles * explore everyday chance events * investigate data collection methods and representations * collect data, create and evaluate data displays. |
| Mathematics | 5 | During this term students will:   * identify and describe fractions and multiples * use estimation, rounding and efficient mental and written strategies to solve problems and check reasonableness of answers to calculations * compare and order common unit fractions and represent them on a number line * investigate patterns with fractions, decimals and whole numbers * use 12- and 24-hour time systems * describe translations, reflections and rotations * explore symmetry and transformations * pose questions to allow for the collection of data * construct data displays * revise and consolidate Year 4 concepts as required. | During this term students will:   * revise and consolidate Term 1 concepts as required * solve problems involving multiplication of large numbers by one- and two-digit whole numbers * solve problems involving division by one digit * investigate number systems beyond hundredths * calculate the perimeter and area of rectangles * investigate three-dimensional shapes and their nets. | **Exemplar unit: Playing fair**  During this term students will:   * revise and consolidate Terms 1 and 2 concepts as required * compare and order common unit fractions and represent them on a number line * solve problems involving the addition and subtraction of fractions with the same denominator * investigate patterns with fractions * use equivalent number sentences involving multiplication and division to find unknown quantities * use appropriate units of measurement for length, area, volume, capacity and mass * estimate, measure, compare and construct angles * investigate chance, including outcomes of chance experiments and probabilities ranging from 0 to 1 * pose questions and collect categorical data * construct data displays * describe and interpret data sets. | During this term students will:   * revise and consolidate Terms 1, 2 and 3 concepts as required * develop strategies to solve problems involving the addition and subtraction of fractions * create simple financial plans * use grid references for locations and use directional language * investigate chance and probability. |
| 6 | During this term students will:   * identify and describe prime, composite, square and triangular numbers * compare fractions with related denominators and represent them on a number line * add and subtract fractions with related denominators * add and subtract decimals * sequence whole numbers, fractions and decimals and describe the rule used * connect and convert metric units of length, mass and capacity * construct prisms and pyramids * revise and consolidate Year 5 concepts as required. | **Exemplar unit: The importance of zero**  During this term students will:   * revise and consolidate Term 1 concepts as required * use efficient mental and written strategies for all four operations with whole numbers * investigate positive and negative numbers * investigate fractions of a quantity * multiply and divide decimals by powers of ten * investigate order of operations * solve length and area problems * construct and interpret data displays * interpret secondary data. | During this term students will:   * revise and consolidate Terms 1 and 2 concepts as required * multiply decimals by whole numbers and perform divisions with terminating decimals * investigate fractions, decimals and percentage (equivalence) * calculate percentage discounts * investigate angles * describe probability (using fractions, decimals and percentage) * conduct chance experiments (observed and expected frequency). | During this term students will:   * revise and consolidate Terms 1, 2 and 3 concepts as required * connect volume and capacity * interpret and use timetables * investigate translations, reflections and rotations * be introduced to the Cartesian coordinate system. |
| Mathematics | 7 | During this term students will:   * apply associative, commutative and distributive laws * compare, order, add and subtract integers * compare fractions and mixed numbers and represent these on a number line * solve addition and subtraction problems involving fractions * express a quantity as a fraction of another * plot points on the Cartesian plane and find coordinates for given points * solve simple linear equations * draw views of 3-D shapes * construct sample spaces * investigate probabilities of events * revise and consolidate Year 6 concepts as required. | During this term students will:   * revise and consolidate Term 1 concepts as required * explore index notation and square roots * connect fractions, decimals and percentages * round decimals to a specific number of decimal places * connect fractions, decimals and percentages and convert between them * find percentages of quantities * investigate and calculate best buys * create algebraic expressions * investigate linear and non-linear relationships * plot points on the Cartesian plane and find coordinates for given points * investigate, interpret and analyse graphs * establish formulas for area * classify triangles and describe quadrilaterals * explore corresponding, alternate and co‑interior angles * interpret data * construct and analyse data displays. | **Exemplar unit: Recipe ratios**  During this term students will:   * revise and consolidate Terms 1 and 2 concepts as required * compare equivalent fractions * multiply and divide fractions and decimals * express one quantity as a fraction or percentage of another * connect fractions, decimals and percentages * understand the concept of variables and use them to create algebraic expressions * solve problems using simple ratios * calculate the volume of rectangular prisms * investigate angles, parallel lines, translation, symmetry, reflection, rotation and coordinates on the Cartesian plane * calculate and interpret mean, median, mode, and range * explore variables and create algebraic expressions. | During this term students will:   * revise and consolidate Terms 1, 2 and 3 concepts as required * extend and apply associative, commutative and distributive laws to algebraic equations * solve linear equations * calculate the volume of rectangular prisms * calculate and interpret mean, mode, median and range * construct, compare and analyse a range of data displays * investigate the collation of large count data. |
| 8 | Directed number, rules and patterns  This term builds upon students’ understanding of operations with integers and fractions, the connection between fractions, decimals and percentages, and index notation.  The term focuses on developing students’ understanding of whole numbers, decimals and percentages. They plot in the four quadrants of the Cartesian plane and are introduced to straight line graphs. | Mathematical design  This term builds upon students’ understanding of the use of formulas to solve problems with perimeter and area, and the relationship between units of measurement.  Students use a variety of mathematical techniques and approaches to produce optimal and efficient designs for various situations. This includes problems involving measurement, percentage, length, area and volume, rates and ratios, index notation, irrational numbers and square roots. | Algebraic processes  This unit builds upon students’ understanding of the concepts of variables and substitution, and the associative, commutative and distributive laws of algebra. Students complete a series of tasks involving simplifying and factorising algebraic expressions. | Exemplar unit: Data investigation  This unit builds upon students’ understanding of the basic concepts of probability and data representation.  Students learn about collecting, analysing and displaying representative data, and assigning probabilities where appropriate. This unit incorporates ideas concerning type of data, appropriateness of display, calculated measures, analysis and the effect of outliers. Work in this term also explores the logic that underpins scenarios involving chance. |
| Geometric reasoning  This unit builds upon students’ understanding of straight-line geometry. Students investigate congruence and solve related numerical problems. They solve problems using mathematical reasoning. | Linear relations  This unit builds upon concepts developed in Terms 1 and 3. Students learn to solve linear equations using both algebraic and graphical techniques. They verify their solutions by substitution. |
| Planning a holiday  This unit builds upon students’ understanding of the application of rates, ratios and percentages. Students produce an itinerary and budget for a holiday. They consider costs, time taken for travel, and other criteria of their choosing. |
| Mathematics | 9 | **Exemplar unit: Pythagoras’ Theorem, linear graphs and direct proportion**  This term builds upon students’ understanding of linear graphs, and rates and ratio. Students investigate, create, evaluate and manipulate mathematical models showing the relationship between two variables. They are introduced to:   * Pythagoras’ Theorem * direct proportion * coordinate geometry * using the distributive law. | Algebraic expressions and the index laws  Students continue to develop their understanding of algebra to solve problems involving numeric and algebraic situations. They:   * perform algebraic expansions, including binomials * extend their understanding of the index laws, including application to scientific notation * extend proportional reasoning to include simple interest.   **Measurement, area and volume**  This unit builds upon students’ understanding of measurement and geometry. They investigate similar figures, areas of composite shapes, surface areas and volumes. | Designing the best game  Students’ understanding of the fundamentals of probability and statistics includes identifying complementary events, using two-way tables and Venn diagrams, and exploring the mean and median. This unit extends student learning to:   * identify numerical and categorical variables * conduct two-step chance experiments with and without replacement * calculate relative frequencies * investigate surveys used in the media * describe the spread of data. | **Eureka! I’ve solved the problem**  Building on understanding developed throughout the year, students apply learning to a series of problem-solving and reasoning tasks that include:   * the application of trigonometric ratios to solve right-angled triangle problems * Pythagoras’ Theorem * using similarity with trigonometry to solve problems * linear relations and graphing. |
| 10 | Algebra and linear modelling  This unit builds upon students’ understanding of Cartesian geometry, linear relations and the application of the distributive law.  Students complete a series of challenges involving number and algebra, including:   * factorising linear expressions * simplifying algebraic expressions, including use of index laws and algebraic fractions * expanding binomial products * solving problems related to linear relationships * solving and graphing linear inequalities. | Exemplar unit: Mathematics and sport  This term builds upon students’ understanding of Pythagoras’ theorem, trigonometry, probability and statistics.  Students apply these foundational concepts to sporting scenarios. They:   * formulate proofs, including congruence and similarity * solve problems involving angles of elevation and depression * investigate claims that can be tested using concepts from statistics and conditional probability.   10a extends trigonometry and bivariate data. Students:   * establish the sine, cosine and area rules * apply the unit circle to define trigonometric functions and graphs * solve trigonometric equations * investigate bivariate data sets. | Algebra and non-linear modelling  In this unit, students extend their understanding of algebra and linear modelling to non-linear situations. Students complete a series of challenges involving:   * factorising quadratic functions of the form x2 + bx + c, and solving related quadratics equations * sketching quadratic functions * solving simultaneous equations.   10a students also:   * factorise quadratic functions of the form ax2 + bx + c, and solve related quadratics equations, including using the factor and remainder theorems. | How do my assets change?  This unit builds upon students’ understanding of financial mathematics by connecting the compound interest formula to repeated applications of simple interest, using algebraic and graphical techniques.  10a students extend algebraic concepts through fractional indices, applying the laws of logarithms, and solving simple exponential equations. |
| Geometric reasoning  This unit extends students’ understanding of angle relationships, similarity and congruence. They formulate proofs using congruence and angle properties.  10a students also apply proofs and reasoning to circles. | Variation  Students’ understanding of variation is extended in this unit. They will explore more detailed analysis of variation, including the use of data displays to make informed decisions.  10a students’ understanding of variation will be further enhanced through the concept of standard deviation. | Three-dimensional objects  This unit extends students’ understanding of surface area and volume from simple solids to composite solids.  10a students study additional solids. |
| Science | P | **Weather watch**  During this term children explore daily and seasonal changes in the weather through class routines and transitions. They make links to how the immediate environment affects them. They discuss and explore these changes through their senses and begin to create charts and drawings to represent them.  Children will:   * respond to questions about the weather using their senses to make observations and to explore how changes in the weather affect them * link the changes in the daily weather to the way they modify their behaviour and dress for different conditions * represent their ideas and share their observations and ideas about the weather through discussions and drawings * learn how Aboriginal and Torres Strait Islander concepts of time and weather patterns explain how things happen in the world around them. | I’m a scientist  During this term children adopt the role of a scientist as they make observations and explore observable properties of materials and the everyday objects they are used in. The class investigates how to “observe” using all of their senses and record their observations in a variety of ways.  Children will:   * respond to questions about everyday objects, using their senses to explore the properties of materials * use their senses to make observations to sort and group materials on the basis of observable properties * think about how the materials used in everyday objects are suited to their use * represent their ideas and share their observations and ideas about materials through discussions and drawings. | Exemplar unit: Our living world  During this term children generate and investigate ideas about living things. They use their senses to investigate and gather information in order to explore and develop understandings about the basic needs of all living things.  Children will:   * use their own experiences to identify the needs of living things * investigate the needs of living things in a range of situations * respond to questions about living things, using their senses to make observations and to explore the needs of living things * represent their ideas and share their observations and ideas about living things through discussions and drawings. | I like to move it, move it  During this term children examine a range of objects and experiment to determine how they move. They draw conclusions about the factors influencing that movement. They apply and communicate their understandings by predicting, testing and confirming how other objects might move.  Children will:   * respond to questions about moving objects, using their senses to make observations and to explore how the objects move * observe the way different objects move * compare the way different-sized, but similar-shaped, objects move * explore how the movement of different living things depends on their size and shape * represent their ideas and share their observations and ideas about movement through discussions and drawings. |
| 1 | Why do I live here?  During this term children examine a range of living things to explore the links between the external features of living things and the environments they live in.  Children:   * explore the local environment, ask questions and make predictions * recognise common features of animals such as head, legs and wings and common features of plants such as leaves and roots * describe the use of animal body parts for particular purposes such as moving and feeding * describe the use of plant parts for particular purposes such as making food and obtaining water * recognise that different living things live in different places such as land and water * collect, record in tables and compare observations with predictions * compare observations with others * represent and communicate observations and ideas using oral and written language and drawing. | Science everyday  During this term children undertake investigations to explore and answer questions about physical change that occurs in objects they use every day.  Children:   * ask questions and make predictions about how materials change when they are heated or cooled, bent, stretched or twisted * participate in guided investigations to test their predictions * collect, record in tables and compare observations * describe the physical change in materials using their knowledge of science and observations made during the unit * represent and communicate observations and ideas using oral and written language and drawing * appreciate that the physical changes that occur to everyday objects informs the type of material used to make them. | Exemplar unit: Changes around me  During this term children observe day and night and investigate observable changes that occur in the sky and landscape. They ask questions and describe changes in objects and events related to the sky and landscape.  Children:   * predict the changes they would observe in the sky and on the landscape during day and night * observe the sky and landscape during the day and night * compare their predictions and observations made of the sky and landscape during the day and night * monitor observations throughout the term * record observations in tables * represent and communicate observations and ideas using oral and written language and drawing * describe the changes in the sky and landscape they observe over the course of the term. | Light and sound  During this term children investigate the sources of light and sound. They apply what they have learnt by creating a short literary or non-literary text to elaborate for others how light and sound are produced and sensed.  Children:   * respond to and pose questions about familiar objects * recognise that the senses of sight, touch and hearing are used to learn about sound and light in the world around them * recognise that objects can be seen when light from sources is available to illuminate them * participate in guided investigations to explore different ways to produce sound using familiar objects and actions * participate in guided investigations to compare sounds made by musical instruments using characteristics such as loudness, pitch and actions used to make the sound * appreciate how the characteristics of sound are used in everyday things * record observations in tables and compare observations with others * represent and communicate observations and ideas using oral and written language and drawing. |
| Science | 2 | Mix, make and use  During this term children investigate combinations of different materials to make something they can use in their daily lives.  Children will:   * observe a variety of materials, and describe ways in which materials are used * investigate the effects of mixing materials together * suggest why different parts of everyday objects are made from different materials * identify sustainable materials that can be changed and remade or recycled into new products * ask questions and make predictions and compare observations to predictions * participate in safe guided investigations * collect and use diagrams and provided tables to record information * represent and communicate observations and ideas using oral and written language and drawing * describe changes in materials using knowledge of science * appreciate the role of science in their everyday lives. | Exemplar unit: Good to grow  During this term children investigate how people use science in their daily lives, including when caring for their environment and living things.  Children will:   * recognise that living things have predictable characteristics at different stages of development * explore different characteristics of life cycles in animals * identify the Earth’s resources, including water, that are important to a community garden * consider what might happen if there was a change in a familiar available resource, including water * ask questions and make predictions and compare observations to predictions * participate in safe guided investigations * collect and use diagrams and provided tables to record information * represent and communicate observations and ideas using oral and written language and drawings * appreciate how science is used in their everyday lives. | What’s happening? Push, pull, play  During this term children explain the movement of equipment used for their play and why some items change in shape. They develop an understanding that science involves asking questions about and describing changes in objects.  Children will:   * explore different ways that objects move on land, through water and in the air * participate in safe guided investigations that explore how different strengths of pushes and pulls affect the movement of objects * identify toys that use the forces of push or pull * consider the effects of objects being pulled towards the Earth * ask questions and make predictions and compare observations to predictions * collect and use diagrams and provided tables to record information * represent and communicate observations and ideas using oral and written language and drawing * appreciate how science is used in their everyday lives. | Toy factory  During this term children design a toy that moves, using a variety of sustainable materials. They identify ways that humans manage and protect Earth’s resources.  Children will:   * revise concepts from Term 1 and 3 * participate in safe guided investigations to explore how different strengths of pushes and pulls affect the movement of objects * design a moving toy from sustainable materials * identify materials that can be changed and remade or recycled into new products * ask questions and make predictions and compare observations to predictions * collect and use diagrams and provided tables to record information * represent and communicate observations and ideas using oral and written language and drawing * appreciate how science is used in their everyday lives. |
| Science | 3 | Is it living?  During this term students make predictions and describe patterns and relationships as they investigate living and non-living things.  Students will:   * recognise the characteristics of living things * distinguish living things from non-living things * appreciate the difference between  non-living things and things that were once living * sort living and non-living things based on observable characteristics * identify questions in familiar contexts that can be investigated scientifically * make predictions and compare results with predictions * record and present observations in tables and column graphs * represent and communicate ideas using labelled diagrams and simple reports * understand the effects of their actions on living things * research Aboriginal and Torres Strait Islander peoples’ knowledge of the local natural environment, such as the characteristics of plants and animals. | Spinning Earth  During this term students recognise that observation is an important part of exploring and investigating the things and places around us.  Students will:   * investigate the position of the Earth and sun in the solar system and recognise the sun as a source of light * model the relative sizes of the Earth, sun and moon * appreciate that the Earth rotates once each day and that the sun does not move * explore the relationship between the Earth and sun and how this gives day and night across the world * work in groups to plan and safely carry out simple investigations * make and record observations and measurements in tables and column graphs * compare results with predictions, suggesting possible reasons for findings * represent and communicate ideas using labelled diagrams, models and simple reports * research how knowledge of astronomy has been used by some Aboriginal and Torres Strait Islander peoples. | Exemplar unit: Hot stuff  During this term students investigate how Science knowledge helps people to understand the effects of their actions.  Students will:   * describe ways that heat is produced * identify changes that occur in everyday situations due to heating * explore how heat is transferred through solids and liquids * identify questions in familiar contexts that can be investigated scientifically and predict what might happen * work in groups to plan and discuss things that might happen during an investigation * work in groups, with teacher guidance, to safely carry out simple investigations * make and then record observations and measurements in tables and column graphs * identify and describe patterns from column graphs and relate to everyday experiences * reflect on the investigation * appreciate the need for a fair test * represent and communicate ideas using labelled diagrams, procedures, cut-away diagrams, models and/or simple reports * understand how science knowledge can impact on everyday situations and decisions. | What’s the matter?  During this term students explore the observable characteristics of liquids and solids as they make predictions and describe patterns and relationships. They understand why particular materials are chosen by product designers as insulators.  Students will:   * revise (from Term 3) how heat is transferred through solids and liquids * investigate how solids and liquids change when temperature increases and decreases * investigate the best materials to be used as insulators * identify questions in familiar contexts that can be investigated scientifically and predict what might happen * work in groups to plan and discuss things that might happen during an investigation * suggest ways to plan and conduct safe and fair investigations about the characteristics of liquids and solids * work in groups, with teacher guidance, to safely carry out simple investigations * make and then record observations and measurements in tables and column graphs * identify patterns from column graphs * reflect on the investigation and appreciate the need for a fair test * represent and communicate ideas using labelled diagrams, models and simple reports. |
| Science | 4 | The balance of nature  During this term students use a local habitat to explore the contribution of science to discussions about how human activity has changed the local environment.  Students will:   * use tables and graphs to record observations and identify patterns of life cycles * describe and compare stages of the life cycles of different living things, including plants and animals * recognise environmental factors that can affect life cycles * investigate the interdependence of animals and plants * investigate roles of living things (including humans) within a habitat * describe predator–prey relationships * predict the effects when living things in feeding relationships die out or are removed * predict the effects of human activity on feeding relationships * communicate ideas and findings in a variety of ways. | Exemplar unit: Here today, gone tomorrow  During this term students explore the local catchment to investigate the effects of human activity, natural disasters and extreme weather that cause erosion of the Earth’s surface.  Students will:   * ask questions to inform an investigation about a local area that has changed as a result of natural processes * collect and record evidence of change to local landforms * investigate erosion by understanding the characteristics of soil * consider how to minimise the effects of events such as human activity, natural disasters and extreme weather on the local landscape * identify questions to be investigated * make predictions and compare results with predictions * plan and conduct investigations that are fair tests * collect data and use tables and graphs to represent data and to identify trends and patterns * communicate ideas and findings in a variety of ways. | Material use  During this term students investigate how the properties of materials influence their use for work, recreation and play.  Students will:   * describe a range of properties of common materials and their uses * identify questions to be investigated about why materials are chosen for a particular use * plan and conduct safe and fair tests to investigate the properties of a range of materials and the best choice of material for a specific purpose * plan and conduct safe and fair investigations that compare a particular property for a range of materials * make predictions and compare results with predictions * collect data and use tables and graphs to represent data and to identify trends and patterns * select materials for uses based on their properties * consider how the properties of materials affect waste management or may lead to pollution * communicate ideas and findings in a variety of ways. | Safety first  During this term students appreciate the effect of their actions as they explore the ways science has contributed to safety rules and devices as they answer questions such as: Why do we wear seatbelts? Why do we wear bicycle helmets?  Students will:   * revise from Term 3 that materials are selected for particular uses based on their properties * ask questions about safety devices to inform investigations * plan and conduct safe and fair tests to investigate the effect of forces on the behaviour of objects * plan and conduct safe and fair tests that investigate the effect of friction between different surfaces and to compare the effects of forces on different materials * make predictions and compare results with predictions * collect data and use tables and graphs to represent data and to identify trends and patterns * communicate ideas and findings in a variety of ways. |
| Science | 5 | Survival in the environment  During this term students examine the behavioural and structural features and adaptations that allow living things to survive in their environment. They use this new knowledge to pose questions and make predictions about the relationship between these adaptations and human activity.  Students will:   * describe adaptations of living things to the Australian environment * describe adaptations of living things to extreme environments other than Australia * explain how particular adaptations assist survival * classify adaptations as structural or behavioural * appreciate Aboriginal and Torres Strait Islander understandings of adaptations * research how people’s understanding of the adaptations of living things influences decisions made about food sources cultivated in different environments * pose questions and make predictions about how global warming might affect the survival and future adaptations of living things * communicate ideas and explanations in a variety of ways. | Our place in the solar system  During this term, through the context of astronomy, students appreciate that science involves gathering data and using evidence to explain phenomena, and that this process is advanced by new technologies.  Students will:   * identify the planets of the solar system * create a timeline of the discovery of the planets and major bodies in solar system * research how the development of optical instruments and technology influenced the discovery of the planets and major bodies in the solar system * use online simulations to appreciate the place of Earth in the solar system * research and record data about the size of the planets and their distance from each other and the sun * create models that show the relative size of and distance between Earth, the other planets and the sun * compare how long the planets take to orbit the sun (planetary year) and display this data using a variety of representations * calculate their age on different planets using planetary year data * appreciate why life exists on Earth and not on other planets * communicate ideas and explanations in a variety of ways. | Now you see it  During this term students investigate the reflection, absorption, transmission and refraction of light and the formation of shadows. They explore the role of light in everyday objects and devices.  Students will:   * make predictions and then investigate absorption, transmission and reflection by shining light on a variety of objects * classify materials as transparent, opaque or translucent * investigate refraction by creating rainbows * draw simple labelled ray diagrams * explore how the colour of an object depends on its properties and the colour of the light source * explore the role of light in their everyday lives, for example in: * compact disc (CD) players * grocery store checkouts * digital cameras * images used in hospitals * laser eye surgery * develop explanations about how shadows are formed, and can change in size and shape, by carrying out safe and fair investigations * accurately observe, measure and record data and display it using a range of representations * communicate ideas, explanations and processes in a variety of ways. | Exemplar unit: Matter matters  During this term students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They investigate the observable properties and behaviour of solids, liquids and gases, and the development of composite materials to meet the needs of modern society.  Students will:   * compare solids and liquids and their ability to flow or maintain shape and volume * observe that gases have mass and take up space * classify everyday materials and items as solid, liquid or gas * explore the way that solids, liquids and gases change under different conditions, such as heating and cooling in everyday situations * explore sublimation and explain why this change in state can be useful in everyday situations * recognise that some materials are composite materials and cannot be easily classified * pose questions, make predictions and conduct safe and fair investigations * construct and use a range of representations and compare data with predictions * suggest improvements to methods * communicate ideas, explanations and processes in a variety of ways. |
| Science | 6 | Making changes  During this term students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They explore the effects of reversible and non-reversible reactions in everyday materials and how this is used to solve problems facing society.  Students will:   * review (from Year 5) changes of state caused by heating or cooling * discuss the difference between reversible and irreversible changes to materials * investigate changes of state caused by heating and cooling and why these are classified as reversible changes * investigate changes to material such as burning, rusting and composting and why these are classified as irreversible changes * collate observations using a range of representations * explore how reversible changes are affected by the physical properties of materials * design a criteria/key to classify a change as reversible or irreversible * apply the designed criteria/key and then suggest refinements and improvements * pose questions to guide fair and safe investigations about how everyday irreversible reactions, such as rusting and composting, can be stopped or slowed down | A sustainable planet  During this term students investigate how energy from a variety of sources can be used to generate electricity. They investigate personal and community choices to use sustainable energy sources.  Students will:   * revise the concept of energy in the context of electricity * investigate the need for a complete circuit to allow electrical flow * explore features of electrical circuits and use the associated equipment safely * identify energy transformations and transferences in electrical circuits and everyday electrical devices * investigate the difference between electrical conductors and insulators * collect and compare data on household electricity use and practices that consume electrical energy * select methods to investigate how moving air and water can be used to generate electricity * research why sustainable sources of energy are being considered by communities * measure and/or record data from investigations that compare different sources of electricity * communicate ideas, explanations and processes in a variety of ways. | Exemplar unit: Our changing world  During this term students explore ways in which scientific understanding can assist in the early detection of natural disasters and in minimising their impact. They will recognise that science can inform choices about where people live and how they manage natural disasters.  Students will:   * research major geological and extreme weather events both in Australia and neighbouring countries * engage with local media about recent geological and extreme weather events * create models to demonstrate the effect of sudden geological events * describe how scientists (including meteorologists, seismologists and vulcanologists) gather evidence to predict the effect of, and measure, significant geological and weather events * research the scientific work being conducted in various centres around the world to advance global disaster alerts and communications * discuss how scientific information gathered from geological and weather events is used to inform the future decisions of communities * communicate ideas, explanations and processes in a variety of ways. | Life on Earth  During this term students, through the context of a local environment, investigate the relationship between the growth and survival of living things and the physical conditions of their environment.  Students will:   * review (from Year 4) that living things depend on the environment to survive * predict the impact on living things in the local environment if the physical conditions were altered * carry out fair investigations to compare data with predictions and develop explanations * research organisms that live in extreme environments * explore and collect data about the physical conditions of a local environment and investigate how they support the growth and survival of living things in the environment * communicate ideas, explanations and processes in a variety of ways. |
| Science | 7 | Water: waste not, want not  During this term students use a local water source to investigate the importance of water, for example the water cycle, properties of water and separation techniques used to provide clean drinking water.  Students will:   * classify resources as renewable or non-renewable * compare renewable and non-renewable resources * explore the water cycle in terms of changes of state of water and investigate factors that influence the water cycle, emphasising that water is a renewable resource * participate in field work to investigate local water use and management * investigate the differences between pure substances and mixtures and create representations of each * identify the solvent and solute in solutions * use a range of physical separation techniques such as filtration, decantation, evaporation and chromatography * construct and use a range of representations to present and analyse data collected during investigations and fieldwork | Exemplar unit: Sensational seasons and heavenly bodies  During this term students learn about the interrelationship of the sun, Earth, the moon, and other planets. They explore seasons on Earth and on another planet, and the phases of the moon.  Students will:   * investigate what causes seasons and how they differ depending on the tilt of the axis and the orbit of the planet * compare the seasons on Earth with the seasons of another planet * compare times for the rotation of Earth, the sun and the moon, and the times for the orbits of Earth and the moon * model the relative movements of Earth, the sun and the moon * research what people used to think caused the phases of the moon * investigate and explain natural phenomena such as the phases of the moon, and solar and lunar eclipses * explore the role of gravity in keeping planets in orbit * use scientific explanations to report on findings from research | Organising organisms  During this term students explore the impact of human activity on other organisms. They appreciate classification and the relationships between organisms as a platform for making predictions about the consequences of the human activity.  Students will:   * explore the diversity of living organisms * group organisms on the basis of similarities and differences * explore the history of classification and how it has developed over time * construct and use dichotomous keys * use the taxonomic ranks of kingdom, phylum, class, order, family, genus, species and the scientific conventions for naming species * construct and interpret food chains and webs to show relationships between organisms in an environment * participate in field work to investigate organisms in a local ecosystem * construct and use a range of representations to present and analyse information collected during fieldwork * recognise the role of microorganisms within food chains and food webs | Moving right along  During this term students investigate forces, and how they can change the motion of an object. They consider the impact of friction on moving objects and appreciate the role of forces in their everyday lives.  Students will:   * explore different types of forces including friction, air resistance, upthrust and weight * distinguish between mass and weight * investigate common situations where forces are balanced, such as stationary objects or objects moving at a constant speed * investigate common situations where forces are unbalanced, such as objects speeding up or slowing down * draw force diagrams to represent situations where balanced or unbalanced forces are being applied to objects * investigate the effects of applying different forces to familiar objects experimentally to collect quantitative data * identify questions and problems about the use of friction * design and conduct fair tests on the use of friction in our everyday lives |
| 8 | What’s the matter?  During this term students engage in a range of laboratory-based experiments and investigative learning experiences to explore changes in matter at a particle level and distinguish between chemical and physical changes. They appreciate that scientific knowledge changes as new evidence becomes available.  Students will:   * review the nature of scientific inquiry * continue to design student-generated investigations using inquiry methods * develop skills to safely use a range of laboratory techniques * present and evaluate scientific data using a science report genre * describe and model the states of matter, elements, compounds and mixtures at a particle level * research the history of the representation of matter * investigate the chemical differences that exist between elements, compounds and mixtures * investigate the relationship between the energy of particles and temperature * use symbols and formulas to represent elements and simple compounds | We will rock you  During this term students investigate the dynamic nature of the rock cycle. They appreciate where and why rocks have been used in buildings and monuments in the local area.  Students will:   * explore how the forces of contraction, expansion and freezing of water can lead to the weathering of rocks * investigate the chemical weathering of rocks * create representations of the stages in the formation of igneous, metamorphic and sedimentary rocks * identify a range of common rock types using a key based on observable physical and chemical properties * recognise that rocks are a collection of different minerals * appreciate the timescales involved in rock formation and that the mode of formation determines texture and the minerals contained in the rock * investigate the relationship between rate of cooling and crystal formation size * research how rocks, minerals and ores, provide valuable resources and are used in aspects of everyday life | Exemplar unit: Energy for my lifestyle  During this term students investigate how energy is generated and transformed in order to meet society’s energy requirements while taking into account sustainability and ethical considerations. They research sustainable and renewable energy technologies.  Students will:   * pose questions and collaboratively plan fair investigations about the different forms of energy, the effects they have, and the changes they cause in systems * conduct fair investigations to build an understanding of the different forms of energy * explore energy transfer and transformation * use flow diagrams to illustrate energy transfer and transformation * recognise that heat energy is often a by-product of energy transfer and transformation * collect data and analyse patterns and relationships to draw conclusions about energy transformations * appreciate the impact of society’s energy-dependent lifestyle * consider sustainability and ethical issues surrounding the sources of energy for society | Multiplying by dividing  During this term students explore how organisms reproduce, starting at a cellular level. They focus on cell structure, function and reproduction, and investigate the history, use and ethics of reproductive technologies in mammals.  Students will:   * examine a variety of cells using a light microscope or digital technology * identify structures within plant and animal cells and describe their function * distinguish plant cells from animal cells and create representations of each cell type * discuss examples of cell specialisation * discuss how cells reproduce * research and explore the history, use and ethics of reproductive technologies in mammals * describe the structure of each organ in the human reproductive systems and relate their function to the overall function of the system * compare and contrast reproductive systems of organisms * distinguish between asexual and sexual reproduction * communicate ideas and finding using scientific language. |
| Science | 9 | Life in the balance  During this term students explore the overarching ideas of stability and change through the investigation of body systems and ecosystems.  Students will:   * investigate the balance or equilibrium of factors in a system that is in a steady state * investigate inputs, outputs and boundaries of systems and the role of the components that make up subsystems * learn how the coordination of the respiratory, circulatory, digestive and excretory systems provides the requirements of life in complex organisms * use their new knowledge to test, challenge or debate health-based claims made in advertising * investigate the chemical processes of respiration and photosynthesis and their role in the energy flow in an ecosystem * explore the interdependencies of biotic and abiotic components of ecosystems * explore the interactions of organisms such as predator/prey, parasites, competitors and pollinators * compare how a disease affects the equilibrium of a body system and model how a change in the environment affects the equilibrium of an ecosystem | The changing Earth  During this term students explore the development of the theory of plate tectonics. They extend their learning from Term 1 by considering destructive changes in ecosystems.  Students will:   * learn that continental drift theory was initially only based on circumstantial evidence, such as the shapes of the continents appearing to “fit” together, and was generally not accepted * investigate the evidence that helped establish plate tectonics as the current paradigm of Earth Science, such as mantle convection and variable magnetic fields in rocks of different ages * conduct practical investigations to model the role of heat energy and convection currents in the movement of tectonic plates * investigate technical advances associated with Earth Science, such as ultrasound, laser, sonar, satellites and seismometers, and their use in government and industry * consider the effect of natural disasters on Earth and the environment * relate the occurrence of earthquakes, tsunamis and volcanic activity to constructive and destructive plate boundaries | Exemplar unit: Waves and particles  During this term students examine aspects of the chemical and physical sciences through atomic and wave models. Their understanding of these models is developed and reinforced through targeted activities.  Students will:   * appreciate that evidence provides the basis of explanations used by scientists to form models and theories * understand that models and theories are refined over time through questioning and experimentation * conduct experiments to develop an understanding of the features of the wave model used to describe the behaviour of sound and light * construct a physical model of the atom * understand the limitations of physical models used to explain light and matter. For example, radiation energy does not require a medium and electron movement is not similar to planetary motion * work collaboratively to design and communicate the results of a scientific inquiry * describe the evidence that underpinned the different historical models for the structure of the atom * describe the models of sound and light | The patterns of chemistry  During this term students examine how chemical reactions are used to describe the patterns of change observed in systems in which matter transforms.  Students will:   * identify reactants and products in chemical reactions * model a chemical reaction based on the rearrangement of atoms * describe observed reactions using word equations and introduce simple symbolic equations * consider types and patterns of chemical reactions, such as combustion, acids with metals, bases, and carbonates * explore where combustion, acid with metal, bases and carbonates reactions occur in their everyday lives * conduct investigations to identify reactions as endothermic or exothermic * investigate the real-life use of endothermic and exothermic reactions, for example in MREs (Meal, Ready-to-Eat) and hot and cold packs * design an investigation to evaluate the nutritional content claims of MREs * accurately collect and record data from investigations |
| Science | 10 | The recipe of life  During this term students build on concepts learned in the Biological sciences and Earth and space sciences sub-strands across  Years 6–9 and explore genetics and the theory of evolution.  Students will:   * understand relevant terminology, such as genotype, phenotype, gene, allele, dominant, recessive, karyotype, chromosome, variation, hereditary, competition, adaptation, analogous and homologous structures, convergent and divergent evolution, and geographical distribution * use models and diagrams to represent the relationship between DNA, genes and chromosomes * perform a DNA extraction * recognise that genetic information passed on to offspring through sexual reproduction is from both parents by meiosis and fertilisation * predict ratios of offspring genotypes and phenotypes in crosses involving dominant/recessive alleles or in genes that are sex-linked * describe mutations as changes in DNA or chromosomes and outline the factors that contribute to causing mutations * represent multigenerational inheritance using pedigree diagrams * explore the use of DNA and genetic research in the study of Aboriginal and Torres Strait Islander origins * investigate the applications of gene technologies such as gene therapy and genetic engineering * consider the use of genetic testing for decisions such as genetic counselling, embryo selection and insurance * relate genetic characteristics to survival and reproductive rates * investigate changes caused by natural selection in a particular population as a result of a specified selection pressure * investigate common misconceptions of evolution, for example natural selection leads to perfect adaptation. | Chemical reactions matter  During this term students investigate natural and processed materials, learning to classify them by their patterns of interactions with other materials, their properties and structures.  Students will:   * research the periodic table and its development and refinement over time * recognise that elements in the same group of the periodic table have similar properties * understand that atomic structure explains the position of elements in the periodic table * relate electronic configuration to the formation of compounds * investigate chemical reactions and represent them using word and balanced symbol equations * plan safe and fair methods to investigate the factors that affect the rate of chemical reactions * explore how rates of everyday chemical processes are increased or decreased * explore a variety of chemical processes and techniques used to identify and produce * materials * investigate the extraction of useful substances such as fuels and metals, for example extracting a metal from its ore * investigate the production of new substances such as pharmaceuticals * explore current, and predict future, applications of nanotechnology in people’s lives, for example zinc in sunscreen * explore environmental issues and impacts in which chemical science plays a role, for example in the development of environmentally sustainable chemical processes. | Exemplar unit: Galileo’s new science  During this term students learn the mathematical and experimental foundations of our understanding of forces, motion and energy. Within the context of Galileo’s experiments on motion, they conduct an extended experimental investigation.  This unit has two overarching aims — that students understand:   * the historical and cultural development of science and how scientific theories can change or be overthrown over time * the importance of mathematics and precise measurement in physics.   Students will:   * gather data (such as measurements of distance and time, speed, force, mass and acceleration) to analyse motion, using appropriate technology * represent motion graphically * interpret graphs of motion * use Newton’s laws to describe and explain the motion of objects * use mathematical equations to solve problems related to the motion of objects * research the experiments and arguments that Galileo used to overthrow Aristotle’s ideas on motion * recognise that the Law of Conservation of Energy explains that total energy is maintained in energy transfer and transformation * use models to describe how energy is transferred and transformed within systems. | The big ideas of science  In the first half of this term students gain an understanding of the dynamic nature of Earth and its place in the universe. They explore the relationship between technological advances and scientific discoveries.  Students will:   * investigate how human activity affects global systems * model a cycle (such as the water, carbon, nitrogen or phosphorus cycle) within the biosphere * examine the factors that drive the deep ocean currents and their role in regulating global climate * explain the causes and effects of the greenhouse effect * investigate the effect of climate change on sea levels and biodiversity * explain the evidence that supports the Big Bang theory and calculation of the age of the universe * describe the evolution of the universe, including the formation of galaxies and stars.   The term culminates with students further developing an appreciation of the place of evidence, models, explanation and theories in the development of scientific knowledge. They present a multimodal  presentation on one of the following topics:   * the theory of evolution and the role of Darwin in its development * the field of genetics and the roles of Mendel, Watson, Crick and Franklin in its development * the periodic table and the role of Mendeleev in its development * modern cosmology and the role of scientists (such as Hubble, Hawking and Hoyle) in its development * Newtonian physics and the role Galileo played in overthrowing Aristotelian physics * geosciences and the scientific evidence for past and present climate change. |

Balance and coverage of general capabilities and cross-curriculum priorities across P–10

| Key | | Description: Description: Description: gc_literacy Literacy  Description: Description: Description: gc_numeracy Numeracy  Description: Description: Description: gc_ict ICT capability  Description: Description: Description: gc_critical Critical and creative thinking  Description: Description: Description: gc_ethical Ethical behaviour  Description: Description: Description: gc_personal_social Personal and social capability  Description: Description: Description: gc_intercultural Intercultural understanding   Aboriginal and Torres Strait Islander histories and cultures  Description: Description: cc_asia Asia and Australia’s engagement with Asia  Description: Description: cc_sust Sustainability | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Term 1 | | | | | | | | | | Term 2 | | | | | | | | | | Term 3 | | | | | | | | | | Term 4 | | | | | | | | | |
| Description: Description: gc_literacy | Description: Description: gc_numeracy | Description: Description: gc_ict | Description: Description: gc_critical | Description: Description: gc_ethical | Description: Description: gc_personal_social | Description: Description: gc_intercultural | Description: Description: flag_aboriginal  Description: Description: flag_torres_strait_islander | Description: cc_asia | Description: cc_sust | Description: Description: gc_literacy | Description: Description: gc_numeracy | Description: Description: gc_ict | Description: Description: gc_critical | Description: Description: gc_ethical | Description: Description: gc_personal_social | Description: Description: gc_intercultural | Description: Description: flag_aboriginal  Description: Description: flag_torres_strait_islander | Description: cc_asia | Description: cc_sust | Description: Description: gc_literacy | Description: Description: gc_numeracy | Description: Description: gc_ict | Description: Description: gc_critical | Description: Description: gc_ethical | Description: Description: gc_personal_social | Description: Description: gc_intercultural | Description: Description: flag_aboriginal  Description: Description: flag_torres_strait_islander | Description: cc_asia | Description: cc_sust | Description: Description: gc_literacy | Description: Description: gc_numeracy | Description: Description: gc_ict | Description: Description: gc_critical | Description: Description: gc_ethical | Description: Description: gc_personal_social | Description: Description: gc_intercultural | Description: Description: flag_aboriginal  Description: Description: flag_torres_strait_islander | Description: cc_asia | Description: cc_sust |
| English | P | ✓ |  | ✓ | ✓ |  | ✓ | ✓ | ✓ |  |  | ✓ |  | ✓ | ✓ |  | ✓ | ✓ | ✓ |  |  | ✓ |  | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1 | ✓ |  | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ |  | ✓ |
| 2 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 3 | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 4 | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 5 | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ |  |  |  | ✓ | ✓ |  | ✓ | ✓ |  | ✓ | ✓ |  |  | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ |
| 6 | ✓ |  | ✓ | ✓ |  | ✓ | ✓ | ✓ |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  | ✓ | ✓ |  | ✓ | ✓ |  | ✓ | ✓ | ✓ |  |  | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ |  |
| 7 | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ |  | ✓ | ✓ |  | ✓ | ✓ | ✓ |  |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 8 | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ |  | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ |  | ✓ |  | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ |  | ✓ |  | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ |  |
| 9 | ✓ |  | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ |  | ✓ |  | ✓ | ✓ |  | ✓ | ✓ | ✓ |  |  | ✓ |  | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |
| 10 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| Mathematics | P | ✓ | ✓ |  | ✓ |  |  |  | ✓ |  |  | ✓ | ✓ |  | ✓ |  |  |  | ✓ |  |  | ✓ | ✓ | ✓ | ✓ |  | ✓ |  | ✓ |  |  | ✓ | ✓ |  | ✓ |  |  |  | ✓ |  |  |
| 1 | ✓ | ✓ |  | ✓ |  |  |  |  | ✓ |  | ✓ | ✓ |  | ✓ |  |  |  |  | ✓ |  | ✓ | ✓ | ✓ | ✓ |  | ✓ |  |  | ✓ |  | ✓ | ✓ |  | ✓ |  |  |  |  | ✓ |  |
| 2 | ✓ | ✓ |  | ✓ |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ |  |  |  |  |  |  | ✓ | ✓ |  | ✓ |  |  |  | ✓ | ✓ | ✓ |
| 3 | ✓ | ✓ |  | ✓ |  |  |  |  | ✓ |  | ✓ | ✓ | ✓ | ✓ |  |  |  |  | ✓ |  | ✓ | ✓ | ✓ | ✓ |  |  |  |  | ✓ |  | ✓ | ✓ | ✓ | ✓ |  |  | ✓ | ✓ | ✓ |  |
| 4 | ✓ | ✓ |  | ✓ |  |  |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ |  | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  |  | ✓ |  |
| 5 | ✓ | ✓ | ✓ | ✓ |  |  |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ |  | ✓ |  |  | ✓ | ✓ | ✓ | ✓ |  | ✓ |  |  |  | ✓ | ✓ |  |
| 6 | ✓ | ✓ | ✓ | ✓ |  |  |  |  | ✓ |  | ✓ | ✓ | ✓ | ✓ |  | ✓ |  |  |  |  | ✓ | ✓ | ✓ | ✓ |  |  |  | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  |
| 7 | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ |  | ✓ |  |  |  | ✓ | ✓ | ✓ |  | ✓ |  |  |  |  | ✓ | ✓ |
| 8 | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  |  | ✓ |  | ✓ | ✓ | ✓ | ✓ |  |  |  |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  |  | ✓ |
| 9 | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  | ✓ |  | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  |
| 10 | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  |  |
| Science | P | ✓ |  |  | ✓ |  | ✓ | ✓ | ✓ |  | ✓ | ✓ |  |  | ✓ |  | ✓ |  |  |  | ✓ | ✓ |  |  | ✓ |  | ✓ |  |  |  | ✓ | ✓ |  |  | ✓ |  | ✓ |  |  |  |  |
| 1 | ✓ | ✓ | ✓ | ✓ |  | ✓ |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ |  | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ |  | ✓ |
| 2 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ |
| 3 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ |  | ✓ |
| 4 | ✓ | ✓ |  | ✓ | ✓ |  |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  | ✓ |  | ✓ |
| 5 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  |  | ✓ | ✓ | ✓ | ✓ |  | ✓ |  |  |  |  |
| 6 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  |  |  | ✓ |
| 7 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ |  | ✓ |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |
| 8 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  | ✓ |
| 9 | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  | ✓ |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |
| 10 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  | ✓ |

Whole school assessment plan: P–10 overview

### Range and balance of assessment across P–10 by learning area

| Categories of student products include: **written,** spoken/signed**,** performance**,** multimodal and visual  Systemic tasks include: NAPLAN, QCATs | | | | † denotes supervised conditions | | |
| --- | --- | --- | --- | --- | --- | --- |
|  | | Term 1 | Term 2 | | Term 3 | Term 4 |
| English | P | The assessment folio records evidence collected across the year. It may contain a combination of tasks including **written,** spoken/signed**,** multimodal and visual | The assessment folio records evidence collected across the year. It may contain a combination of tasks including **written,** spoken/signed**,** multimodal and visual | | The assessment folio records evidence collected across the year.  Informative presentation  Imaginative performance | The assessment folio records evidence collected across the year. It may contain a combination of tasks including **written,** spoken/signed**,** multimodal and visual |
| 1 | Imaginative recount  Imaginative storyboard  School profile | Imaginative performance  Informative discussion  School profile | | Informative discussion  Imaginative literary retelling  School profile | Informative procedure  Informative presentation  School profile |
| 2 | Observations, anecdotal evidence and checklists  Imaginative literary retelling | Observations, anecdotal evidence and checklists  Persuasive speech | | Observations, anecdotal evidence and checklists  Informative report  Informative presentation | Observations, anecdotal evidence and checklists  Informative exposition  Imaginative performance |
| 3 | Informative discussion  **Persuasive exposition** | **Informative procedure**  Imaginative performance  NAPLAN† | | Persuasive review  Imaginative narrative | Informative discussion  Informative report |
| 4 | Imaginative performance  **Informative exposition** | Informative review  **Informative report** | | **Imaginative narrative**  Informative discussion  QCAT | **Persuasive report**  Persuasive report  QCAT |
| 5 | Informative discussion  Informative review | **Persuasive and informative report**  Persuasive and informative discussion  NAPLAN† | | Informative review  Imaginative performance | Informative presentation  **Imaginative narrative** |
| 6 | Informative discussion  **Imaginative narrative** | Informative discussion  Persuasive and informative article | | Informative review  Imaginative performance  QCAT | Informative discussion  **Informative report**  QCAT |
| 7 | Informative discussion  Persuasive presentation | **Informative procedural transformation**  Informative report  NAPLAN† | | Informative discussion  **Informative literary analysis** | Informative discussion  **Imaginative literary transformation** |
| 8 | **Informative literary analysis**  Imaginative personal narrative | Imaginative performance  **Imaginative literary anthology** | | Informative discussion  **Imaginative literary transformation** | **Informative report**  Persuasive presentation |
| 9 | **Persuasive review**  Persuasive discussion | **Informative review**  **Imaginative literary transformation**  NAPLAN† | | Informative discussion  **Informative report**  QCAT | Persuasive and informative articles  Informative and persuasive discussion  QCAT |
| 10 | **Informative report**  Imaginative performance | Informative discussion  **Informative literary analysis** | | Imaginative performance  **Informative literary analysis** | **Imaginative reports**  Informative discussion |
| Mathematics | P | The assessment folio records evidence collected across the year. It may contain a combination of tasks including **written,** spoken/signed**,** multimodal and visual | The assessment folio records evidence collected across the year. It may contain a combination of tasks including **written,** spoken/signed**,** multimodal and visual | | The assessment folio records evidence collected across the year.  Mathematical investigation | The assessment folio records evidence collected across the year. It may contain a combination of tasks including **written,** spoken/signed**,** multimodal and visual |
| 1 | Observation record  Modelling and problem-solving task  Mathematical investigation | Observation record  Modelling and problem-solving task  Modelling and problem-solving task | | Observation record  Mathematical investigation  **Supervised assessment**† | Observation record  Modelling and problem-solving task  **Mathematical investigation** |
| 2 | Observation record  Mathematical investigation  **Supervised assessment**†  **Mathematical investigation** | Observation record  Modelling and problem-solving task  Modelling and problem-solving task | | Observation record  **Modelling and problem-solving task**  **Supervised assessment**†  Modelling and problem-solving task | Observation record  Modelling and problem-solving task  **Mathematical investigation**  **Supervised assessment**† |
| 3 | **Supervised assessment**  Observation record  Modelling and problem-solving task | Observation record  Modelling and problem-solving task  **Mathematical investigation**  NAPLAN† | | Observation record  **Modelling and problem-solving task**  Modelling and problem-solving task | Observation record  **Mathematical investigation**  **Mathematical investigation** |
| 4 | **Supervised assessment**  Modelling and problem-solving task  **Supervised assessment**†  Modelling and problem-solving task | **Modelling and problem-solving task**  **Mathematical investigation**  **Supervised assessment**† | | **Modelling and problem-solving task**  **Supervised assessment**†  QCAT | **Supervised assessment**†  **Mathematical investigation**  QCAT |
| 5 | **Supervised assessment**  **Mathematical investigation**  **Modelling and problem-solving task** | **Supervised assessment**†  **Supervised assessment**†  NAPLAN† | | **Supervised assessment**†  Modelling and problem-solving task  Modelling and problem-solving task | **Mathematical investigation** |
| 6 | **Supervised assessment**  **Supervised assessment**†  Modelling and problem-solving task | **Supervised assessment**†  **Supervised assessment**†  Mathematical investigation | | Modelling and problem-solving task  **Mathematical investigation**  QCAT | **Supervised assessment**†  Mathematical investigation  **Supervised assessment**†  QCAT |
| 7 | **Supervised assessment**  **Supervised assessment**†  **Modelling and problem-solving task** | **Supervised assessment**†  **Mathematical investigation**  NAPLAN† | | **Supervised assessment**†  **Modelling and problem-solving task**  **Mathematical investigation** | **Supervised assessment**†  **Mathematical investigation**  **Mathematical investigation** |
| 8 | **Supervised assessment**†  **Supervised assessment**† | **Modelling and problem-solving task**  **Supervised assessment**† | | **Supervised assessment**†  **Mathematical investigation** | **Mathematical investigation**  **Supervised assessment**† |
| 9 | **Supervised assessment**†  **Modelling and problem-solving task** | **Supervised assessment**†  NAPLAN† | | **Mathematical investigation**  QCAT | **Collection of work**  **Supervised assessment**†  QCAT |
| 10 | **Supervised assessment**† | **Modelling and problem-solving task**  **Supervised assessment**† | | **Supervised assessment**† | **Mathematical investigation**  **Supervised assessment**† |
| Science | P | The assessment folio records evidence collected across the year. It may contain a combination of tasks including **written,** spoken/signed**,** multimodal and visual | The assessment folio records evidence collected across the year. It may contain a combination of tasks including **written,** spoken/signed**,** multimodal and visual | | The assessment folio records evidence collected across the year.  **Collection of work**  Experimental investigation | The assessment folio records evidence collected across the year. It may contain a combination of tasks including **written,** spoken/signed**,** multimodal and visual |
| 1 | **Supervised assessment**  **Collection of work** | **Collection of work**  Supervised assessment | | **Collection of work**  Experimental investigation | **Collection of work**  Supervised assessment |
| 2 | **Supervised assessment**  **Collection of work**  Experimental investigation | **Collection of work**  Guided research | | **Collection of work**  **Experimental investigation** | **Collection of work**  Guided research  Supervised assessment† |
| 3 | **Supervised assessment**  **Collection of work**  **Research** | **Collection of work**  Experimental investigation | | **Collection of work**  **Experimental investigation** | **Collection of work**  **Experimental investigation**  **Supervised assessment**† |
| 4 | **Supervised assessment**  **Collection of work**  **Supervised assessment**† | **Collection of work**  Experimental investigation | | **Collection of work**  **Research**  QCAT | **Collection of work**  **Experimental investigation**  QCAT |
| 5 | **Supervised assessment**  **Collection of work**  Research | **Research**  **Research** | | **Collection of work**  **Supervised assessment**†  **Supervised assessment** | **Collection of work**  **Experimental investigation** |
| 6 | **Supervised assessment**  **Collection of work**  **Experimental investigation** | **Collection of work**  Experimental investigation | | **Collection of work**  Research  QCAT | **Collection of work**  Research  QCAT |
| 7 | **Supervised assessment**  **Research**  Research | **Research**  **Collection of work** | | **Supervised assessment**  **Collection of work** | **Collection of work**  **Experimental investigation** |
| 8 | **Supervised assessment**  **Collection of work**  **Supervised assessment**† | **Research**  Collection of work | | **Experimental investigation**  **Research** | Research  **Collection of work** |
| 9 | **Collection of work**  **Collection of work** | **Collection of work** | | Experimental investigation  **Supervised assessment**†  QCAT | **Collection of work**  **Experimental investigation**  QCAT |
| 10 | **Collection of work**  **Supervised assessment**† | **Experimental investigation**  **Supervised assessment**† | | **Experimental investigation**  **Supervised assessment**† | Research |

Timing of assessment across P–10 by learning area

|  | | ^ School reporting deadlines | | | | | | | | | | Systemic assessment | | | | | | | | | | | | School-based assessment | | | | | | | | | | | | | | | | | | | ¥ The assessment provides an opportunity for planned consistency of teacher judgments activities | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Term 1 | | | | | | | | | | | Term 2 | | | | | | | | | | | | Term 3 | | | | | | | | | | | | | | | | | | | | Term 4 | | | | | | | | | | | | | | | | | |
| Week | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | 11 | 12 | 13 | | 14 | 15 | 16 | 17 | 18 | 19 | 20 | | 21 | 22 | | 23 | | 24 | | 25 | | 26 | | 27 | | 28 | | 29 | | 30 | | | 31 | 32 | | 33 | | 34 | | 35 | | 36 | | 37 | | 38 | | 39 | | 40 |
| English | P |  |  |  |  |  |  |  |  |  | ¥ | |  |  |  | |  | ¥ |  |  | ¥ |  | ¥^ | |  |  | |  | |  | |  | |  | |  | |  | |  | | ¥ | | |  |  | |  | |  | |  | |  | |  | |  | | ^ | | ¥ |
| 1 |  |  |  |  | ¥ |  |  | ¥ |  | ¥ | |  |  |  | |  |  |  |  |  |  | ^ | |  |  | |  | |  | |  | |  | | ¥ | | ¥ | |  | | ¥ | | |  |  | |  | |  | | ¥ | |  | |  | | ¥ | | ^ | | ¥ |
| 2 |  |  |  |  |  | ¥ |  |  |  | ¥ | |  |  |  | |  |  |  | ¥ |  |  | ¥^ | |  |  | |  | |  | |  | |  | |  | | ¥ | |  | | ¥ | | |  |  | |  | |  | |  | |  | | ¥ | |  | | ^ | | ¥ |
| 3 |  |  |  |  |  | ¥ |  | ¥ |  |  | |  |  |  | |  | ¥ |  |  | ¥ |  | ^ | |  |  | |  | |  | | ¥ | |  | |  | | ¥ | |  | |  | | |  |  | |  | |  | |  | | ¥ | |  | | ¥ | | ^ | |  |
| 4 |  |  |  |  |  | ¥ | ¥ |  |  |  | |  |  |  | | ¥ |  |  | ¥ |  |  | ^ | |  |  | |  | |  |  | ¥ |  |  | |  |  | ¥ |  |  | | ¥ | | |  |  | | ¥ |  |  | |  | | ¥ |  |  | |  | | ¥^ | |  |
| 5 |  |  |  |  | ¥ |  |  | ¥ |  |  | |  |  |  | |  |  |  |  | ¥ | ¥ | ^ | |  |  | |  | |  | | ¥ | |  | | ¥ | |  | |  | |  | | |  |  | |  | |  | |  | | ¥ | |  | | ¥ | | ^ | |  |
| 6 |  |  |  |  | ¥ |  | ¥ |  |  |  | |  |  |  | |  | ¥ |  | ¥ |  |  | ^ | |  |  | |  | |  | | ¥ |  |  |  | ¥ |  |  | |  | | ¥ | | |  |  | |  | | ¥ |  |  | |  |  | ¥ |  |  | | ¥^ | |  |
| 7 |  |  |  | ¥ |  |  | ¥ |  |  |  | |  |  |  | | ¥ |  |  | ¥ |  |  | ^ | |  |  | |  | |  | |  | |  | | ¥ | |  | | ¥ | |  | | |  |  | |  | |  | | ¥ | |  | | ¥ | |  | | ^ | |  |
| 8 |  |  |  |  |  |  | ¥ |  |  | ¥ | |  |  |  | |  |  |  | ¥ |  |  | ¥^ | |  |  | |  | |  | |  | |  | | ¥ | |  | |  | | ¥ | | |  |  | |  | |  | |  | |  | |  | |  | | ¥^ | | ¥ |
| 9 |  |  |  |  |  | ¥ |  |  |  | ¥ | |  |  |  | |  |  | ¥ |  | ¥ |  | ^ | |  |  | |  | |  | |  | |  | |  | | ¥ |  | ¥ |  | ¥ | | |  |  | |  | |  |  | ¥ |  |  | |  | |  |  | ¥^ | ¥ |  |
| 10 |  |  |  |  | ¥ |  |  | ¥ |  |  | |  |  |  | |  | ¥ |  |  |  | ¥ | ^ | |  |  | |  | |  | | ¥ | |  | |  | |  | | ¥ | |  | | |  |  | |  | |  | | ¥ | |  | |  | |  | | ¥^ | |  |
| Mathematics | P |  |  |  |  |  |  |  |  |  | ¥ | |  |  |  | |  |  |  |  |  |  | ¥^ | |  |  | |  | |  | |  | |  | |  | |  | |  | | ¥ | | |  |  | |  | |  | |  | |  | |  | |  | | ^ | | ¥ |
| 1 |  |  |  | ¥ |  |  |  |  |  | ¥ | |  |  |  | |  | ¥ |  |  | ¥ |  | ¥^ | |  | ¥ | |  | |  | | ¥ | |  | |  | |  | |  | | ¥ | | |  |  | |  | | ¥ | |  | | ¥ | |  | |  | | ^ | | ¥ |
| 2 |  |  | ¥ |  |  | ¥ |  |  |  | ¥ | |  |  |  | |  | ¥ |  |  |  | ¥ | ¥^ | |  |  | | ¥ | |  | | ¥ | |  | |  | |  | |  | | ¥ | | |  | ¥ | |  | |  | |  | |  | | ¥ | |  | | ^ | | ¥ |
| 3 |  |  |  | ¥ |  |  |  |  |  | ¥ | |  |  | ¥ |  |  |  |  | ¥ |  |  | ¥^ | |  |  | |  | | ¥ | |  | |  | |  | |  | | ¥ | | ¥ | | |  |  | |  | |  | | ¥ | |  | |  | |  | | ¥^ | | ¥ |
| 4 |  |  |  | ¥ |  |  | ¥ |  | ¥ |  | |  |  |  | | ¥ |  |  |  | ¥ | ¥ | ^ | |  |  | |  |  |  |  | ¥ |  |  |  |  |  | ¥ |  |  | | ¥ | | |  |  | |  | | ¥ |  |  | |  | | ¥ |  |  |  | ¥^ | ¥ |  |
| 5 |  |  |  | ¥ |  |  |  | ¥ |  |  | |  |  |  | |  | ¥ |  |  |  | ¥ | ^ | |  |  | | ¥ | |  | | ¥ | |  | |  | | ¥ | |  | |  | | |  |  | |  | |  | |  | |  | | ¥ | |  | | ^ | |  |
| 6 |  |  |  |  | ¥ |  |  | ¥ |  |  | |  |  | ¥ | |  |  | ¥ |  |  | ¥ | ^ | |  | ¥ |  |  | |  |  | ¥ |  |  | |  | |  | |  | | ¥ | | |  |  | | ¥ |  |  |  |  |  |  |  | ¥ |  |  | | ¥^ | ¥ |  |
| 7 |  |  |  | ¥ |  |  |  | ¥ |  |  | |  |  |  |  |  | ¥ |  |  |  | ¥ | ^ | |  |  | | ¥ | |  | |  | | ¥ | |  | |  | |  | | ¥ | | |  |  | | ¥ | |  | |  | | ¥ | |  | |  | | ¥^ | |  |
| 8 |  |  | ¥ |  |  |  |  |  | ¥ |  | |  |  |  | |  |  |  |  | ¥ | ¥ | ^ | |  |  | |  | |  | |  | |  | | ¥ | |  | | ¥ | |  | | |  |  | |  | |  | |  | | ¥ | |  | |  | | ¥^ | |  |
| 9 |  |  |  | ¥ |  |  |  |  | ¥ |  | |  |  |  | |  |  |  |  |  | ¥ | ^ | |  |  | |  | |  | |  | |  | |  |  |  |  | ¥ |  | ¥ | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ¥^ | ¥ |  |
| 10 |  |  |  |  |  |  |  |  | ¥ |  | |  |  |  | |  |  |  | ¥ |  | ¥ | ^ | |  |  | |  | |  | |  | |  | |  | |  | | ¥ | |  | | |  |  | |  | |  | |  | | ¥ | |  | |  | | ¥^ | |  |
| Science | P |  |  |  |  |  |  |  |  |  | ¥ | |  |  |  | |  |  |  |  |  |  | ¥^ | |  |  | |  | |  | |  | |  | |  | |  | |  | | ¥ | | |  |  | |  | |  | |  | |  | |  | |  | | ^ | | ¥ |
| 1 |  |  |  |  |  |  |  |  |  | ¥ | |  |  |  | |  |  |  |  | ¥ |  | ^ | |  |  | |  | |  | |  | |  | |  | | ¥ | |  | |  | | |  |  | |  | |  | |  | |  | |  | | ¥ | | ^ | |  |
| 2 |  |  |  |  |  |  |  | ¥ |  |  | |  |  |  | |  |  |  |  | ¥ |  | ^ | |  |  | |  | |  | |  | |  | |  | |  | |  | | ¥ | | |  |  | |  | |  | |  | |  | |  | | ¥ | | ¥^ | |  |
| 3 |  |  |  |  | ¥ |  |  |  |  |  | |  |  |  | |  |  |  | ¥ |  |  | ^ | |  |  | |  | |  | |  | |  | |  | |  | |  | | ¥ | | |  |  | |  | |  | |  | |  | |  | | ¥ | | ¥^ | |  |
| 4 |  |  |  |  |  |  | ¥ |  |  |  | |  |  |  | |  |  |  |  |  |  | ¥^ | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ¥ | | ¥ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ¥^ | |  |
| 5 |  |  |  |  |  |  | ¥ |  |  |  | |  |  |  | | ¥ |  |  |  |  |  | ¥^ | |  |  | |  | |  | |  | |  | |  | | ¥ | |  | |  | | |  |  | |  | |  | |  | |  | |  | | ¥ | | ^ | |  |
| 6 |  |  |  |  |  |  |  | ¥ |  |  | |  |  |  | |  |  |  |  |  |  | ¥^ | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ¥ | | ¥ |  |  |  |  |  |  |  |  |  |  |  |  |  | ¥ |  | ^ | ¥ |  |
| 7 |  |  | ¥ |  |  |  |  |  | ¥ |  | |  |  |  | |  | ¥ |  |  |  | ¥ | ^ | |  |  | |  | | ¥ | |  | |  | |  | |  | | ¥ | |  | | |  |  | |  | |  | |  | |  | |  | | ¥ | | ^ | |  |
| 8 |  |  |  |  |  |  |  |  | ¥ |  | |  |  |  | |  | ¥ |  |  |  |  | ¥^ | |  |  | |  | |  | |  | | ¥ | |  | |  | | ¥ | |  | | |  |  | | ¥ | |  | |  | |  | |  | |  | | ¥^ | |  |
| 9 |  |  |  |  |  |  |  |  | ¥ |  | |  |  |  | |  |  |  |  |  | ¥ | ^ | |  |  |  |  |  |  |  | ¥ |  |  |  |  |  |  |  | ¥ | ¥ |  | | |  |  |  |  |  |  |  |  |  |  |  | ¥ |  |  |  | ¥^ | ¥ |  |
| 10 |  |  |  |  |  |  |  |  | ¥ |  | |  |  |  | |  |  | ¥ |  |  |  | ^ | |  |  | |  | |  | |  | | ¥ | |  | |  | |  | |  | | |  |  | |  | |  | |  | |  | |  | |  | | ^ | | ¥ |

Range and balance of assessment across P–10 by year level

| Categories of student products include: **written,** spoken/signed**,** performance**,** multimodal and visual  Systemic tasks include: NAPLAN, QCATs | | | | † denotes supervised conditions | | |
| --- | --- | --- | --- | --- | --- | --- |
|  | | Term 1 | Term 2 | | Term 3 | Term 4 |
| P | English | The assessment folio records evidence collected across the year. It may contain a combination of tasks including **written,** spoken/signed**,** multimodal and visual | The assessment folio records evidence collected across the year. It may contain a combination of tasks including **written,** spoken/signed**,** multimodal and visual | | The assessment folio records evidence collected across the year.  Informative presentation  Imaginative performance | The assessment folio records evidence collected across the year. It may contain a combination of tasks including **written,** spoken/signed**,** multimodal and visual |
| Maths | The assessment folio records evidence collected across the year. It may contain a combination of tasks including **written,** spoken/signed**,** multimodal and visual | The assessment folio records evidence collected across the year. It may contain a combination of tasks including **written,** spoken/signed**,** multimodal and visual | | The assessment folio records evidence collected across the year.  Mathematical investigation | The assessment folio records evidence collected across the year. It may contain a combination of tasks including **written,** spoken/signed**,** multimodal and visual |
| Science | The assessment folio records evidence collected across the year. It may contain a combination of tasks including **written,** spoken/signed**,** multimodal and visual | The assessment folio records evidence collected across the year. It may contain a combination of tasks including **written,** spoken/signed**,** multimodal and visual | | The assessment folio records evidence collected across the year.  **Collection of work**  Experimental investigation | The assessment folio records evidence collected across the year. It may contain a combination of tasks including **written,** spoken/signed**,** multimodal and visual |
| 1 | English | Imaginative recount  Imaginative storyboard  School profile | Imaginative performance  Informative discussion  School profile | | Informative discussion  Imaginative literary retelling  School profile | Informative procedure  Informative presentation  School profile |
| Maths | Observation record  Modelling and problem-solving task  Mathematical investigation | Observation record  Modelling and problem-solving task  Modelling and problem-solving task | | Observation record  Mathematical investigation  **Supervised assessment**† | Observation record  Modelling and problem-solving task  **Mathematical investigation** |
| Science | **Supervised assessment**  **Collection of work** | **Collection of work**  Supervised assessment | | **Collection of work**  Experimental investigation | **Collection of work**  Supervised assessment |
| 2 | English | Observations, anecdotal evidence and checklists  Imaginative literary retelling | Observations, anecdotal evidence and checklists  Persuasive speech | | Observations, anecdotal evidence and checklists  Informative report  Informative presentation | Observations, anecdotal evidence and checklists  Informative exposition  Imaginative performance |
| Maths | Observation record  Mathematical investigation  **Supervised assessment**†  **Mathematical investigation** | Observation record  Modelling and problem-solving task  Modelling and problem-solving task | | Observation record  **Modelling and problem-solving task**  **Supervised assessment**†  Modelling and problem-solving task | Observation record  Modelling and problem-solving task  **Mathematical investigation**  **Supervised assessment**† |
| Science | **Supervised assessment**  **Collection of work**  Experimental investigation | **Collection of work**  Guided research | | **Collection of work**  **Experimental investigation** | **Collection of work**  Guided research  Supervised assessment† |
| 3 | English | Informative discussion  **Persuasive exposition** | **Informative procedure**  Imaginative performance  NAPLAN† | | Persuasive review  Imaginative narrative | Informative discussion  Informative report |
| Maths | **Supervised assessment**  Observation record  Modelling and problem-solving task | Observation record  Modelling and problem-solving task  **Mathematical investigation**  NAPLAN† | | Observation record  **Modelling and problem-solving task**  Modelling and problem-solving task | Observation record  **Mathematical investigation**  **Mathematical investigation** |
| Science | **Supervised assessment**  **Collection of work**  **Research** | **Collection of work**  Experimental investigation | | **Collection of work**  **Experimental investigation** | **Collection of work**  **Experimental investigation**  **Supervised assessment**† |
| 4 | English | Imaginative performance  **Informative exposition** | Informative review  **Informative report** | | **Imaginative narrative**  Informative discussion  QCAT | **Persuasive report**  Persuasive report  QCAT |
| Maths | **Supervised assessment**  Modelling and problem-solving task  **Supervised assessment**†  Modelling and problem-solving task | **Modelling and problem-solving task**  **Mathematical investigation**  **Supervised assessment**† | | **Modelling and problem-solving task**  **Supervised assessment**†  QCAT | **Supervised assessment**†  **Mathematical investigation**  QCAT |
| Science | **Supervised assessment**  **Collection of work**  **Supervised assessment**† | **Collection of work**  Experimental investigation | | **Collection of work**  **Research**  QCAT | **Collection of work**  **Experimental investigation**  QCAT |
| 5 | English | Informative discussion  Informative review | **Persuasive and informative report**  Persuasive and informative discussion  NAPLAN† | | Informative review  Imaginative performance | Informative presentation  **Imaginative narrative** |
| Maths | **Supervised assessment**  **Mathematical investigation**  **Modelling and problem-solving task** | **Supervised assessment**†  **Supervised assessment**†  NAPLAN† | | **Supervised assessment**†  Modelling and problem-solving task  Modelling and problem-solving task | **Mathematical investigation** |
| Science | **Supervised assessment**  **Collection of work**  Research | **Research**  **Research** | | **Collection of work**  **Supervised assessment**†  **Supervised assessment** | **Collection of work**  **Experimental investigation** |
| 6 | English | Informative discussion  **Imaginative narrative** | Informative discussion  Persuasive and informative article | | Informative review  Imaginative performance  QCAT | Informative discussion  **Informative report**  QCAT |
| Maths | **Supervised assessment**  **Supervised assessment**†  Modelling and problem-solving task | **Supervised assessment**†  **Supervised assessment**†  Mathematical investigation | | Modelling and problem-solving task  **Mathematical investigation**  QCAT | **Supervised assessment**†  Mathematical investigation  **Supervised assessment**†  QCAT |
| Science | **Supervised assessment**  **Collection of work**  **Experimental investigation** | **Collection of work**  Experimental investigation | | **Collection of work**  Research  QCAT | **Collection of work**  Research  QCAT |
| 7 | English | Informative discussion  Persuasive presentation | **Informative procedural transformation**  Informative report  NAPLAN† | | Informative discussion  **Informative literary analysis** | Informative discussion  **Imaginative literary transformation** |
| Maths | **Supervised assessment**  **Supervised assessment**†  **Modelling and problem-solving task** | **Supervised assessment**  **Mathematical investigation**  NAPLAN† | | **Supervised assessment**†  **Modelling and problem-solving task**  **Mathematical investigation** | **Supervised assessment**†  **Mathematical investigation**  **Mathematical investigation** |
| Science | **Supervised assessment**  **Research**  Research | **Research**  **Collection of work** | | **Supervised assessment**  **Collection of work** | **Collection of work**  **Experimental investigation** |
| 8 | English | **Informative literary analysis**  Imaginative personal narrative | Imaginative performance  **Imaginative literary anthology** | | Informative discussion  **Imaginative literary transformation** | **Informative report**  Persuasive presentation |
| Maths | **Supervised assessment**†  **Supervised assessment**† | **Modelling and problem-solving task**  **Supervised assessment**† | | **Supervised assessment**†  **Mathematical investigation** | **Mathematical investigation**  **Supervised assessment**† |
| Science | **Supervised assessment**  **Collection of work**  **Supervised assessment**† | **Research**  Collection of work | | **Experimental investigation**  **Research** | Research  **Collection of work** |
| 9 | English | **Persuasive review**  Persuasive discussion | **Informative review**  **Imaginative literary transformation**  NAPLAN† | | Informative discussion  **Informative report**  QCAT | Persuasive and informative articles  Informative and persuasive discussion  QCAT |
| Maths | **Supervised assessment**†  **Modelling and problem-solving task** | **Supervised assessment**†  NAPLAN† | | **Mathematical investigation**  QCAT | **Collection of work**  **Supervised assessment**†  QCAT |
| Science | **Collection of work**  **Collection of work** | **Collection of work** | | Experimental investigation  **Supervised assessment**†  QCAT | **Collection of work**  **Experimental investigation**  QCAT |
| 10 | English | **Informative report**  Imaginative performance | Informative discussion  **Informative literary analysis** | | Imaginative performance  **Informative literary analysis** | **Imaginative reports**  Informative discussion |
| Maths | **Supervised assessment**† | **Modelling and problem-solving task**  **Supervised assessment**† | | **Supervised assessment**† | **Mathematical investigation**  **Supervised assessment**† |
| Science | **Collection of work**  **Supervised assessment**† | **Experimental investigation**  **Supervised assessment**† | | **Experimental investigation**  **Supervised assessment**† | Research |

Timing of assessment across P–10 by year level

|  | | ^ School reporting deadlines | | | | | | | | | | Systemic assessment | | | | | | | | | | | | School-based assessment | | | | | | | | | | | | | | | | | | | ¥ The assessment provides an opportunity for planned consistency of teacher judgments activities | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Term 1 | | | | | | | | | | | Term 2 | | | | | | | | | | | | Term 3 | | | | | | | | | | | | | | | | | | | | Term 4 | | | | | | | | | | | | | | | | | |
| Week | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | 11 | 12 | 13 | | 14 | 15 | 16 | 17 | 18 | 19 | 20 | | 21 | 22 | | 23 | | 24 | | 25 | | 26 | | 27 | | 28 | | 29 | | 30 | | | 31 | 32 | | 33 | | 34 | | 35 | | 36 | | 37 | | 38 | | 39 | | 40 |
| P | English |  |  |  |  |  |  |  |  |  | ¥ | |  |  |  | |  | ¥ |  |  | ¥ |  | ¥^ | |  |  | |  | |  | |  | |  | |  | |  | |  | | ¥ | | |  |  | |  | |  | |  | |  | |  | |  | | ^ | | ¥ |
| Maths |  |  |  |  |  |  |  |  |  | ¥ | |  |  |  | |  |  |  |  |  |  | ¥^ | |  |  | |  | |  | |  | |  | |  | |  | |  | | ¥ | | |  |  | |  | |  | |  | |  | |  | |  | | ^ | | ¥ |
| Science |  |  |  |  |  |  |  |  |  | ¥ | |  |  |  | |  |  |  |  |  |  | ¥^ | |  |  | |  | |  | |  | |  | |  | |  | |  | | ¥ | | |  |  | |  | |  | |  | |  | |  | |  | | ^ | | ¥ |
| 1 | English |  |  |  |  | ¥ |  |  | ¥ |  | ¥ | |  |  |  | |  |  |  |  |  |  | ^ | |  |  | |  | |  | |  | |  | | ¥ | | ¥ | |  | | ¥ | | |  |  | |  | |  | | ¥ | |  | |  | | ¥ | | ^ | | ¥ |
| Maths |  |  |  | ¥ |  |  |  |  |  | ¥ | |  |  |  | |  | ¥ |  |  | ¥ |  | ¥^ | |  | ¥ | |  | |  | | ¥ | |  | |  | |  | |  | | ¥ | | |  |  | |  | | ¥ | |  | | ¥ | |  | |  | | ^ | | ¥ |
| Science |  |  |  |  |  |  |  |  |  | ¥ | |  |  |  | |  |  |  |  | ¥ |  | ^ | |  |  | |  | |  | |  | |  | |  | | ¥ | |  | |  | | |  |  | |  | |  | |  | |  | |  | | ¥ | | ^ | |  |
| 2 | English |  |  |  |  |  | ¥ |  |  |  | ¥ | |  |  |  | |  |  |  | ¥ |  |  | ¥^ | |  |  | |  | |  | |  | |  | |  | | ¥ | |  | | ¥ | | |  |  | |  | |  | |  | |  | | ¥ | |  | | ^ | | ¥ |
| Maths |  |  | ¥ |  |  | ¥ |  |  |  | ¥ | |  |  |  | |  | ¥ |  |  |  | ¥ | ¥^ | |  |  | | ¥ | |  | | ¥ | |  | |  | |  | |  | | ¥ | | |  | ¥ | |  | |  | |  | |  | | ¥ | |  | | ^ | | ¥ |
| Science |  |  |  |  |  |  |  | ¥ |  |  | |  |  |  | |  |  |  |  | ¥ |  | ^ | |  |  | |  | |  | |  | |  | |  | |  | |  | | ¥ | | |  |  | |  | |  | |  | |  | |  | | ¥ | | ¥^ | |  |
| 3 | English |  |  |  |  |  | ¥ |  | ¥ |  |  | |  |  |  | |  | ¥ |  |  | ¥ |  | ^ | |  |  | |  | |  | | ¥ | |  | |  | | ¥ | |  | |  | | |  |  | |  | |  | |  | | ¥ | |  | | ¥ | | ^ | |  |
| Maths |  |  |  | ¥ |  |  |  |  |  | ¥ | |  |  | ¥ |  |  |  |  | ¥ |  |  | ¥^ | |  |  | |  | | ¥ | |  | |  | |  | |  | | ¥ | | ¥ | | |  |  | |  | |  | | ¥ | |  | |  | |  | | ¥^ | | ¥ |
| Science |  |  |  |  | ¥ |  |  |  |  |  | |  |  |  | |  |  |  | ¥ |  |  | ^ | |  |  | |  | |  | |  | |  | |  | |  | |  | | ¥ | | |  |  | |  | |  | |  | |  | |  | | ¥ | | ¥^ | |  |
| 4 | English |  |  |  |  |  | ¥ | ¥ |  |  |  | |  |  |  | | ¥ |  |  | ¥ |  |  | ^ | |  |  | |  | |  |  | ¥ |  |  | |  |  | ¥ |  |  | | ¥ | | |  |  | | ¥ |  |  | |  | | ¥ |  |  | |  | | ¥^ | |  |
| Maths |  |  |  | ¥ |  |  | ¥ |  | ¥ |  | |  |  |  | | ¥ |  |  |  | ¥ | ¥ | ^ | |  |  | |  |  |  |  | ¥ |  |  |  |  |  | ¥ |  |  | | ¥ | | |  |  | |  | | ¥ |  |  | |  | | ¥ |  |  |  | ¥^ | ¥ |  |
| Science |  |  |  |  |  |  | ¥ |  |  |  | |  |  |  | |  |  |  |  |  |  | ¥^ | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ¥ | | ¥ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ¥^ | |  |
| 5 | English |  |  |  |  | ¥ |  |  | ¥ |  |  | |  |  |  | |  |  |  |  | ¥ | ¥ | ^ | |  |  | |  | |  | | ¥ | |  | | ¥ | |  | |  | |  | | |  |  | |  | |  | |  | | ¥ | |  | | ¥ | | ^ | |  |
| Maths |  |  |  | ¥ |  |  |  | ¥ |  |  | |  |  |  | |  | ¥ |  |  |  | ¥ | ^ | |  |  | | ¥ | |  | | ¥ | |  | |  | | ¥ | |  | |  | | |  |  | |  | |  | |  | |  | | ¥ | |  | | ^ | |  |
| Science |  |  |  |  |  |  | ¥ |  |  |  | |  |  |  | | ¥ |  |  |  |  |  | ¥^ | |  |  | |  | |  | |  | |  | |  | | ¥ | |  | |  | | |  |  | |  | |  | |  | |  | |  | | ¥ | | ^ | |  |
| 6 | English |  |  |  |  | ¥ |  | ¥ |  |  |  | |  |  |  | |  | ¥ |  | ¥ |  |  | ^ | |  |  | |  | |  | | ¥ |  |  |  | ¥ |  |  | |  | | ¥ | | |  |  | |  | | ¥ |  |  | |  |  | ¥ |  |  | | ¥^ | |  |
| Maths |  |  |  |  | ¥ |  |  | ¥ |  |  | |  |  | ¥ | |  |  | ¥ |  |  | ¥ | ^ | |  | ¥ |  |  | |  |  | ¥ |  |  | |  | |  | |  | | ¥ | | |  |  | | ¥ |  |  |  |  |  |  |  | ¥ |  |  | | ¥^ | ¥ |  |
| Science |  |  |  |  |  |  |  | ¥ |  |  | |  |  |  | |  |  |  |  |  |  | ¥^ | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | ¥ | | ¥ |  |  |  |  |  |  |  |  |  |  |  |  |  | ¥ |  | ^ | ¥ |  |
| 7 | English |  |  |  | ¥ |  |  | ¥ |  |  |  | |  |  |  | | ¥ |  |  | ¥ |  |  | ^ | |  |  | |  | |  | |  | |  | | ¥ | |  | | ¥ | |  | | |  |  | |  | |  | | ¥ | |  | | ¥ | |  | | ^ | |  |
| Maths |  |  |  | ¥ |  |  |  | ¥ |  |  | |  |  |  |  |  | ¥ |  |  |  | ¥ | ^ | |  |  | | ¥ | |  | |  | | ¥ | |  | |  | |  | | ¥ | | |  |  | | ¥ | |  | |  | | ¥ | |  | |  | | ¥^ | |  |
| Science |  |  | ¥ |  |  |  |  |  | ¥ |  | |  |  |  | |  | ¥ |  |  |  | ¥ | ^ | |  |  | |  | | ¥ | |  | |  | |  | |  | | ¥ | |  | | |  |  | |  | |  | |  | |  | |  | | ¥ | | ^ | |  |
| 8 | English |  |  |  |  |  |  | ¥ |  |  | ¥ | |  |  |  | |  |  |  | ¥ |  |  | ¥^ | |  |  | |  | |  | |  | |  | | ¥ | |  | |  | | ¥ | | |  |  | |  | |  | |  | |  | |  | |  | | ¥^ | | ¥ |
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| 9 | English |  |  |  |  |  | ¥ |  |  |  | ¥ | |  |  |  | |  |  | ¥ |  | ¥ |  | ^ | |  |  | |  | |  | |  | |  | |  | | ¥ |  | ¥ |  | ¥ | | |  |  | |  | |  |  | ¥ |  |  | |  | |  |  | ¥^ | ¥ |  |
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| 10 | English |  |  |  |  | ¥ |  |  | ¥ |  |  | |  |  |  | |  | ¥ |  |  |  | ¥ | ^ | |  |  | |  | |  | | ¥ | |  | |  | |  | | ¥ | |  | | |  |  | |  | |  | | ¥ | |  | |  | |  | | ¥^ | |  |
| Maths |  |  |  |  |  |  |  |  | ¥ |  | |  |  |  | |  |  |  | ¥ |  | ¥ | ^ | |  |  | |  | |  | |  | |  | |  | |  | | ¥ | |  | | |  |  | |  | |  | |  | | ¥ | |  | |  | | ¥^ | |  |
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