###### Whole School Plan

## Considerations for whole-school planning

Schools may choose to develop their curriculum programs within or across key learning areas ((KLAs). This example of a whole-school program illustrates one way to plan for meaningful links across KLAs using curriculum organisers.

When planning whole-school programs using curriculum organisers, you need to consider:

* the valued attributes of a lifelong learner, cross-curricular priorities and equity principles
* core learning outcomes
* core content across all KLAs
* organisational structures within the school, such as middle schooling, multi-age classes, timetabling
* available resources
* school policy requirements for learning and assessment
* professional development needs of teachers.

Whole-school programs, units and activities within such programs consistent with an outcomes approach need to reflect:

***Comprehensiveness***

— learning experiences are drawn from multiple contexts and cater for a range of learning styles. Assessment and reporting are comprehensive when students are provided with multiple opportunities in a variety of contexts to demonstrate learning outcomes.

***Promotion of self-reflection***

— opportunities are provided for students to monitor and self-direct their own learning. Students know the criteria for demonstrating core learning outcomes and know how they are progressing.

***Appropriateness***

— plans and programs are suited to the developmental needs, abilities, learning styles and cultural and linguistic backgrounds of students and allow students to develop beyond their present level of understanding. Assessment is varied and individualised where necessary.

***Sequencing of units and activities***

— time is given to students to investigate ideas, develop skills and understandings. Multiple opportunities for students to demonstrate learning outcomes are also provided. Sequenced units and activities promote continuity of development of knowledge, practices, and dispositions over time.

***Relevance and authenticity***

— contexts and content link with students prior knowledge, understandings and interests.

***Consideration of equity issues***

— enables all students to access, participate in and be supported within the program. Teachers need to take account of the interrelationships within and among the cultural and linguistic backgrounds, socio-economic circumstances, abilities, learning styles, disabilities, sexual identities, genders and geographic identities of all students.

***Promotion of active learner involvement***

— considering students’ prior experiences and knowledge and providing activities that build on and challenge students’ existing understandings.

## Whole-school planning using curriculum organisers

This example of a whole-school program illustrates one way that the core learning outcomes from all KLAs may be associated to provide students with opportunities to demonstrate all core learning outcomes for Levels 1 to 4.

The curriculum organisers in this example program are developed from the early learning areas (ELAs) to provide a smooth transition from the preparatory year to the early and middle years of schooling. The early learning areas, as described in the *Early Years Curriculum Guidelines,* are:

* Social & personal learning
* Health & physical learning
* Language learning & communication
* Early mathematical understandings
* Active learning processes
  + Imagining & responding
* Active learning processes
  + Investigating environments, the natural world & technology

###### Planning

Planning incorporates a variety of time frames to ensure students experience programs that provide continuity and coherence in the long-term, mid-term and short-term planning.

**Long-term planning**

*Long-term planning* outlines a program for students across several years of schooling and provides a reference point for teachers, administrators and parents. Whole-school programs promote balanced and sequential learning experiences for students and ensure continuity from year to year. They provide a framework against which to map student engagement with the learning outcomes from various KLAs. Long-term plans should be sufficiently flexible to allow for modifications that may be necessary to cater for the learning needs and changing interests of students or the community.

### Using curriculum organisers to inform long-term planning

In this example of whole-school planning for Levels 1 to 4, core learning outcomes from the eight key learning areas have been mapped against curriculum organisers derived from the early learning areas.

The early learning areas are described as:

* **Social and personal learning:** focusing on building children’s independence and awareness of being members of many social groups including family, gender, cultural and community.
* **Health and physical learning:** focusing on gross and fine motor development and making healthy choices
* **Language learning and communication**: focusing on spoken language and early literacy
* **Early mathematical understandings**: focusing on early numeracy
* **Active learning processes**: focusing on imagining and responding, thinking and investigating environments, the natural world and technology

This whole school plan is an *example only* and does not reflect philosophical, spiritual, cultural, social or geographical contexts of any school or community.

### Each curriculum organiser would contribute to students’ learning across Levels 1 to 4 in the following ways:

**Organiser: Language learning & communication**

Typically, core learning outcomes from English, Health and Physical Education and Languages Other Than English can be associated with this organiser. To provide students with contexts in which they can work, it is important to note that core learning outcomes from other KLAs will need to be associated with the English outcomes listed in the table below.

Students could be provided with opportunities to work with contexts that emphasise:

* understandings about literary, mass media and everyday texts, language use, and associated literacy practices. These understandings enable students to explore and examine ways of knowing, being, doing, thinking, feeling and interacting in diverse situations, times and places within and beyond their direct experiences. (English — all strands)
* effective interpersonal skills are essential for enhancing identity and relationships. (HPE — Enhancing Personal Development strand)
* communicating across cultures and promoting inter-cultural understanding and competence. (LOTE — Communicating strand.)

The following table illustrates the sequences of outcomes that may be associated with the organiser **Language learning & communication.**

As **core learning outcomes are nested**, the same sequences of outcomes from Levels 1, 2, 3 and 4 could be associated with this organiser.

|  |  |  |
| --- | --- | --- |
| Language learning & communicationLevel 1 | | |
| **KLA** | Strand | **Outcomes sequence** |
| **English** | Speaking & listening | Cu 1.1  Op 1.1  Cr 1.1 |
| **English** | Reading & viewing | Cu 1.2  Op 1.2  Cr 1.2 |
| **English** | Writing & shaping | Cu 1.3  Op 1.3  Cr 1.3 |
| **HPE** | Enhancing personal development | EPD 1.4 |
| **LOTE** | Communication: Comprehending & composing | All suitable outcomes |

|  |  |  |
| --- | --- | --- |
| **Language learning & communication**  **Level 2** | | |
| **KLA** | Strand | **Outcomes sequence** |
| **English** | Speaking & listening | Cu 2.1  Op 2.1  Cr 2.1 |
| **English** | Reading & viewing | Cu 2.2  Op 2.2  Cr 2.2 |
| **English** | Writing & shaping | Cu 2.3  Op 2.3  Cr 2.3 |
| **HPE** | Enhancing personal development | EPD 2.4 |
| **LOTE** | Communication: Comprehending & composing | All suitable outcomes |

|  |  |  |
| --- | --- | --- |
| **Language learning & communication**  **Level 3** | | |
| **KLA** | Strand | **Outcomes sequence** |
| **English** | Speaking & listening | Cu 3.1  Op 3.1  Cr 3.1 |
| **English** | Reading & viewing | Cu 3.2  Op 3.2  Cr 3.2 |
| **English** | Writing & shaping | Cu 3.3  Op 3.3  Cr 3.3 |
| **HPE** | Enhancing personal development | EPD 3.4 |
| **LOTE** | Communication: Comprehending & composing | All suitable outcomes |

|  |  |  |
| --- | --- | --- |
| **Language learning & communication**  **Level 4** | | |
| **KLA** | Strand | **Outcomes sequence** |
| **English** | Speaking & listening | Cu 4.1  Op 4.1  Cr 4.1 |
| **English** | Reading & viewing | Cu 4.2  Op 4.2  Cr 4.2 |
| **English** | Writing & shaping | Cu 4.3  Op 4.3  Cr 4.3 |
| **HPE** | Enhancing personal development | EPD 4.4 |
| **LOTE** | Communication: Comprehending & composing | All suitable outcomes |

**Organiser: Early mathematical understandings**

Typically, core learning outcomes from Mathematics can be associated with this organiser.

Students will be provided with opportunities to engage with contexts that emphasise:

* using thinking, reasoning and working mathematically to make sense of life experiences, seeing the mathematics in problems and solving mathematically based problems. (Mathematics —all strands)

**Outcomes from other KLAs may be included in units developed within this organiser, depending on the selected context.**

The following table illustrates sequences of outcomes that may be associated with **Early mathematical understandings.**

|  |  |  |
| --- | --- | --- |
| Early mathematical understandings  Levels 1- 4 | | |
| KLA | Strand | Outcomes sequence |
| Mathematics | All suitable strands, depending on the selected context. | Outcomes suitable for the selected context. |

**Organiser: Active learning processes: Imagining & responding**

Typically, core learning outcomes from The Arts, Science (Natural and processed materials strand) and Technology can be associated with this organiser.

Students could be provided with opportunities to engage with contexts that emphasise:

* development of skills and knowledge associated with the areas of dance, drama, media, music and visual arts. Through these five distinct disciplines, learners share and pass on understandings of themselves, their histories, their cultures, and their worlds to future generations. (The Arts — all strands)
* properties of materials are determined by their underlying structure, and materials can be grouped according to different properties. (Science — Natural and Processed Materials strand)
* investigation, ideation, production and evaluation with which people engage when they design and develop products. (Technology — Technology Practice strand — the design element of ‘working technologically’)
* exploring the characteristics of materials, how these affect selection and use in products, and ways of processing materials by using suitable equipment and techniques. (Technology — Materials strand)

**Outcomes from other KLAs may be included in units developed within this organiser, depending on the selected context**.

The following table illustrates the sequences of outcomes that may be associated with the organiser **Active learning processes: Imagining & responding.**

As **core learning outcomes are nested**, the same sequences of outcomes from Levels 1, 2, 3 and 4 could be associated with this organiser.

|  |  |  |
| --- | --- | --- |
| Active learning processes: Imagining& responding  Level 1 | | |
| **KLA** | Strand | Outcomes sequences |
| **The Arts** | Dance | DA 1.1, 1.2, 1.3 |
| **The Arts** | Drama | DR 1.1, 1.2, 1.3 |
| **The Arts** | Media | ME 1.1, 1.2, 1.3 |
| **The Arts** | Music | MU 1.1, 1.2, 1.3 |
| **The Arts** | Visual Arts | VA 1.1, 1.2, 1.3 |
| **Science** | Natural and Processed Materials | NPM 1.1, 1.2, 1.3  **Note:** Outcomes from NPM may also be associated with the organiser Active learning processes – investigating environments, the natural world and technology. |
| **Technology** | Technology Practice | TP 1.1, 1.2, 1.3, 1.4 |
| **Technology** | Materials | MAT 1.1, 1.2 |

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| --- | --- | --- |
| Active learning processes: Imagining & responding  Level 2 | | |
| **KLA** | Strand | Outcomes Sequences |
| **The Arts** | Dance | DA 2.1, 2.2, 2.3 |
| **The Arts** | Drama | DR 2.1, 2.2, 2.3 |
| **The Arts** | Media | ME 2.1, 2.2, 2.3 |
| **The Arts** | Music | MU 2.1, 2.2, 2.3 |
| **The Arts** | Visual Arts | VA 2.1, 2.2, 2.3 |
| **Science** | Natural and Processed Materials | NPM 2.1, 2.2, 2.3  **Note:** Outcomes from NPM may also be associated with the organiser Active learning processes – investigating environments, the natural world and technology. |
| **Technology** | Technology Practice | TP 2.1, 2.2, 2.3, 2.4 |
| **Technology** | Materials | MAT 2.1,2.2 |

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| --- | --- | --- |
| Active learning processes: Imagining & responding  Level 3 | | |
| **KLA** | Strand | Outcomes Sequences |
| **The Arts** | Dance | DA 3.1, 3.2, 3.3 |
| **The Arts** | Drama | DR 3.1, 3.2, 3.3 |
| **The Arts** | Media | ME 3.1, 3.2, 3.3 |
| **The Arts** | Music | MU 3.1, 3.2, 3.3 |
| **The Arts** | Visual Arts | VA 3.1, 3.2, 3.3 |
| **Science** | Natural and Processed Materials | NPM 3.1, 3.2, 3.3  **Note:** Outcomes from NPM may also be associated with the organiser Active learning processes – investigating environments, the natural world and technology. |
| **Technology** | Technology Practice | TP 3.1, 3.2, 3.3, 3.4 |
| **Technology** | Materials | MAT 3.1, 3.2 |

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| --- | --- | --- |
| Active learning processes: Imagining & responding  Level 4 | | |
| **KLA** | Strand | Outcomes sequences |
| **The Arts** | Dance | DA 4.1,4.2, 4.3 |
| **The Arts** | Drama | DR 4.1, 4.2, 4.3 |
| **The Arts** | Media | ME 4.1, 4.2, 4.3 |
| **The Arts** | Music | MU 4.1, 4.2, 4.3 |
| **The Arts** | Visual Arts | VA 4.1, 4.2, 4.3 |
| **Science** | Natural and Processed Materials | NPM 4.1, 4.2, 4.3  **Note:** Outcomes from NPM may also be associated with the organiser Active learning processes – investigating environments, the natural world and technology. |
| **Technology** | Technology Practice | TP 4.1, 4.2, 4.3, 4.4 |
| **Technology** | Materials | MAT 4.1,4.2 |

**Organiser: Active learning processes: Investigating environments, the natural world and technology**

Typically, core learning outcomes from Science, Studies of Society and Environment (SOSE), and Technology can be associated with this organiser.

Students will be provided with opportunities to engage with contexts that emphasise:

* the relationship between the nature and direction of science and society’s perspectives and values. Students will come to understand that science as a “way of knowing” is shaped by the ways in which humans understand natural phenomena, and that on the basis of these understandings, humans make decisions about science and its applications which have short-term and long-term implications for the entire planet. (Science — Science and Society strand)
* the dynamic nature of the Earth, solar system and universe. Students develop an understanding of the scales of time and space over which events on the Earth and universe occur. They investigate the many ways in which living things use the Earth, solar system and universe as resources and recognise the effects of this use. (Science — Earth and Beyond strand)
* the world in which we live has been moulded by forces that influence the motion, shape and energy of objects. The efficient control of energy transfer and transformation is integral to the organisation and development of life. (Science — Energy and Change strand)
* living things have great diversity of structure and lifestyle and interact with each other and the world in which they live. Students recognise that these interactions contribute to the dynamics of environments. (Science — Life and Living strand)
* understandings of natural processes within environments, human–environment interactions, spatial patterns of places, and the human significance of place. These understandings emphasise active participation and stewardship by applying the values of democratic process, social justice, ecological and economic sustainability, and peace. (SOSE — Place and Space strand)
* interactions between ecological and other systems. Across Levels 1 to 4 students will explore issues related to how environments meet our needs and wants, resource origins of familiar products, interactions between people and natural cycles and links between Australian industries and global economic and ecological systems. (SOSE — Systems, Resources and Power strand)
* working technologically in response to design challenges in a range of contexts. Students make cognitive and practical responses that draw on their technology knowledge, practices and dispositions. Students consider the possible impacts and consequences of technology. (Technology — all strands)

**Outcomes from other KLAs may be included in units developed within this organiser, depending on the selected context.**

The following table illustrates sequences of outcomes that may be associated with **Active learning processes: Investigating environments, the natural world & technology.**

As **core learning outcomes are nested**, the same sequences of outcomes from levels 1, 2, 3 and 4 could be associated with this organiser.

|  |  |  |
| --- | --- | --- |
| Active learning processes- Investigating environments, the natural world & technology  Level 1 | | |
| **KLA** | Strand | Outcomes sequences |
| **Science** | Science and Society | SS 1.1, 1.2, 1.3 |
| **Science** | Earth and Beyond | EB 1.1, 1.2, 1.3 |
| **Science** | Energy and Change | EC1.1, 1.2, 1.3 |
| **Science** | Life and Living | LL 1.1, 1.2, 1.3 |
| **SOSE** | Place and Space | PS 1.1,1.2, 1.3, 1.4,1.5 |
| **SOSE** | Systems, Resources and Power | SRP 1.1 |
| **Technology** | Technology Practice | TP 1.1, 1.2, 1.3, 1.4 |
| **Technology** | Information | INF 1.1, 1.2 |
| **Technology** | Materials | MAT 1.1, 1.2 |
| **Technology** | Systems | SYS 1.1, 1.2 |

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| --- | --- | --- |
| Active learning processes: Investigating environments, the natural world & technology  Level 2 | | |
| **KLA** | Strand | Outcomes sequences |
| **Science** | Science and Society | SS 2.1, 2.2, 2.3 |
| **Science** | Earth and Beyond | EB 2.1, 2.2, 2.3 |
| **Science** | Energy and Change | EC 2.1, 2.2, 2.3 |
| **Science** | Life and Living | LL 2.1, 2.2, 2.3 |
| **SOSE** | Place and Space | PS 2.1, 2.2, 2.3, 2.4, 2.5 |
| **SOSE** | Systems, Resources and Power | SRP 2.1 |
| **Technology** | Technology Practice | TP 2.1, 2.2, 2.3, 2.4 |
| **Technology** | Information | INF 2.1, 2.2 |
| **Technology** | Materials | MAT 2.1, 2.2 |
| **Technology** | Systems | SYS 2.1, 2.2 |

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| --- | --- | --- |
| Active learning processes: Investigating environments, the natural world & technology  Level 3 | | |
| **KLA** | Strand | Outcomes sequences |
| **Science** | Science and Society | SS 3.1, 3.2, 3.3 |
| **Science** | Earth and Beyond | EB 3.1, 3.2, 3.3 |
| **Science** | Energy and Change | EC 3.1, 3.2, 3.3 |
| **Science** | Life and Living | LL 3.1, 3.2, 3.3 |
| **SOSE** | Place and Space | PS 3.1, 3.2, 3.3, 3.4, 3.5 |
| **SOSE** | Systems, Resources and Power | SRP 3.1 |
| **Technology** | Technology Practice | TP 3.1, 3.2, 3.3, 3.4 |
| **Technology** | Information | INF 3.1, 3.2 |
| **Technology** | Materials | MAT 3.1, 3.2 |
| **Technology** | Systems | SYS 3.1, 3.2 |

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| --- | --- | --- |
| Active learning processes: Investigating environments, the natural world & technology  Level 4 | | |
| **KLA** | Strand | Outcomes sequences |
| **Science** | Science and Society | SS 4.1, 4.2, 4.3 |
| **Science** | Earth and Beyond | EB 4.1, 4.2, 4.3 |
| **Science** | Energy and Change | EC 4.1, 4.2, 4.3 |
| **Science** | Life and Living | LL 4.1, 4.2, 4.3 |
| **SOSE** | Place and Space | PS 4.1, 4.2, 4.3, 4.4, 4.5 |
| **SOSE** | Systems, Resources and Power | SRP 4.1 |
| **Technology** | Technology Practice | TP 4.1, 4.2, 4.3, 4.4 |
| **Technology** | Information | INF4.1, 4.2 |
| **Technology** | Materials | MAT 4.1, 4.2 |
| **Technology** | Systems | SYS 4.1, 4.2 |

**Organiser: Health & physical learning**

Typically, core-learning outcomes from the key learning areas Health and Physical Education (HPE) and Studies of Society and Environment (SOSE) can be associated with this organiser.

Students will be provided with opportunities to engage with contexts that emphasise:

* health has a number of dimensions — physical, social, emotional, mental and spiritual — and is maintained and enhanced by both individual action and the combined actions of community members. (HPE — Promoting the Health of Individuals and Communities strand)
* the acquisition of understandings about physical activities and the motor skills required for participation in them. (HPE — Developing Concepts and Skills for Physical Activity strand)
* strategies that promote positive relationships, and the knowledge and understandings necessary to enhance growth and development. (HPE — Enhancing Personal Development strand )
* participation in decision making within familiar social systems.(SOSE — Systems, resources and power strand)

**Outcomes from other KLAs may be included in units developed within this organiser, depending on the selected context.**

The following table illustrates the sequences of outcomes that may be associated with the organiser **Health & physical learning.**

As **core learning outcomes are nested**, the same sequences of outcomes from Levels 1, 2, 3 and 4 could be associated with this organiser.

|  |  |  |
| --- | --- | --- |
| Health & physical learningLevel 1 | | |
| **KLA** | **Strand** | Outcomes sequences |
| **HPE** | Promoting the Health of Individuals and Communities | PHIC 1.1, 1.2, 1.3, 1.4, 1.5 |
| **HPE** | Developing Concepts and Skills for Physical Activity | DCSPA 1.1, 1.2, 1.3, 1.4 |
| **HPE** | Enhancing Personal Development | EPD 1.1, 1.2, 1.3 |
| **SOSE** | Systems, resources and power | SRP 1.3 |

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| --- | --- | --- |
| Health & physical learningLevel 2 | | |
| **KLA** | **Strand** | Outcomes sequences |
| **HPE** | Promoting the Health of Individuals and Communities | PHIC 2.1, 2.2, 2.3, 2.4, 2.5 |
| **HPE** | Developing Concepts and Skills for Physical Activity | DCSPA 2.1, 2.2, 2.3, 2.4 |
| **HPE** | Enhancing Personal Development | EPD 2.1, 2.2, 2.3 |
| **SOSE** | Systems, resources and power | SRP 2.3 |

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| --- | --- | --- |
| Health & physical learningLevel 3 | | |
| **KLA** | **Strand** | Outcomes sequences |
| **HPE** | Promoting the Health of Individuals and Communities | PHIC 3.1, 3.2, 3.3, 3.4, 3.5 |
| **HPE** | Developing Concepts and Skills for Physical Activity | DCSPA 3.1, 3.2, 3.3, 3.4 |
| **HPE** | Enhancing Personal Development | EPD 3.1, 3.2, 3.3 |
| **SOSE** | Systems, resources and power | SRP 3.3 |

|  |  |  |
| --- | --- | --- |
| Health and physical learningLevel 4 | | |
| **KLA** | **Strand** | Outcomes sequences |
| **HPE** | Promoting the Health of Individuals and Communities | PHIC 4.1, 4.2, 4.3, 4.4, 4.5 |
| **HPE** | Developing Concepts and Skills for Physical Activity | DCSPA 4.1,4.2, 4.3, 4.4 |
| **HPE** | Enhancing Personal Development | EPD 4.1, 4.2, 4.3 |
| **SOSE** | Systems, resources and power | SRP 4.3 |

**Organiser: Social & personal learning**

Typically, core learning outcomes from Studies of Society & Environment (SOSE), Health & Physical Education and Languages Other Than English can be associated with this organiser.

Students could be provided with opportunities to engage with contexts that emphasise:

* the use of evidence to create understandings of changes and continuities from ancient to modern times. The key values of democratic process, social justice, ecological and economic sustainability and peace are applied to inquiries about people and their contributions over time, the causes and effects of ideas and actions, and the heritage that evolves from these changes and continuities. (SOSE — Time, Continuity & Change strand)
* understandings of cultural diversity and change, perceptions influenced by cultural backgrounds, the construction of identities and a sense of belonging through membership of multiple groups. These are presented in Australian and global contexts, with particular emphasis on Aboriginal, Torres Strait Islander, Asian and Pacific cultures. Understandings of other people in ways that promote democratic, socially just and peaceful relationships are emphasised. (SOSE — Culture & Identity strand)
* economy and business, participation in decision-making, citizenship and government, and access to power. Students apply the values of democratic process, social justice and peace to inquires, and actively participate in decision making within familiar social systems. (SOSE — Systems, Resources & Power strand)
* identity and relationships, cooperation and communication. Students could be provided with opportunities to demonstrate outcomes associated with identity, relationships in families, friendships and groups, the factors influencing identity and relationships and interpersonal skills. (HPE — Enhancing Personal Development strand)
* communicating across cultures and promoting inter-cultural understanding and competence. (LOTE Communication strand.)

**Outcomes from other KLAs may be included in units developed within this organiser, depending on the selected context.**

The following table illustrates the sequences of outcomes that may be associated with the organiser **Social and personal learning.**

As **core learning outcomes are nested**, the same sequences of outcomes from Levels 1, 2, 3 and 4 could be associated with this organiser.

|  |  |  |
| --- | --- | --- |
| Social & personal learningLevel 1 | | |
| **KLA** | Strand | Outcomes sequences |
| **SOSE** | Time, Continuity & Change | TCC 1.1, 1.2, 1.3, 1.4, 1.5 |
| **SOSE** | Culture & Identity | CI 1.1, 1.2, 1.3, 1.4, 1.5 |
| **SOSE** | Systems, Resources & Power | SRP 1.2, 1.3, 1.4, 1.5 |
| **HPE** | Enhancing Personal Development | EPD 1.1, 1.2, 1.4 |
| **LOTE** | Communication | All suitable outcomes |

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| --- | --- | --- |
| Social & personal learningLevel 2 | | |
| **KLA** | Strand | Outcomes sequences |
| **SOSE** | Time, Continuity & Change | TCC 2.1, 2.2, 2.3, 2.4, 2.5 |
| **SOSE** | Culture & Identity | CI 2.1, 2.2, 2.3, 2.4, 2.5 |
| **SOSE** | Systems, Resources & Power | SRP 2.2, 2.3, 2.4, 2.5 |
| **HPE** | Enhancing Personal Development | EPD 2.1, 2.2, 2.4 |
| **LOTE** | Communication | All suitable outcomes |

|  |  |  |
| --- | --- | --- |
| Social & personal learningLevel 3 | | |
| **KLA** | Strand | Outcomes sequences |
| **SOSE** | Time, Continuity & Change | TCC 3.1, 3.2, 3.3, 3.4, 3.5 |
| **SOSE** | Culture & Identity | CI 3.1, 3.2, 3.3, 3.4, 3.5 |
| **SOSE** | Systems, Resources & Power | SRP 3.2, 3.3, 3.4, 3.5 |
| **HPE** | Enhancing Personal Development | EPD 3.1, 3.2, 3.4 |
| **LOTE** | Communication | All suitable outcomes |

|  |  |  |
| --- | --- | --- |
| Social & personal learningLevel 4 | | |
| **KLA** | Strand | Outcomes sequences |
| **SOSE** | Time, Continuity & Change | TCC 4.1, 4.2, 4.3, 4.4, 4.5 |
| **SOSE** | Culture & Identity | CI 4.1, 4.2, 4.3, 4.4, 4.5 |
| **SOSE** | Systems, Resources & Power | SRP 4.2, 4.3, 4.4, 4.5 |
| **HPE** | Enhancing Personal Development | EPD 4.1, 4.2, 4.4 |
| **LOTE** | Communication | All suitable outcomes |

**Mid-term planning**

*Mid-term planning* outlines the sequence of units or purposeful, real-life experiences, planned for a specific cohort of students across a year or level. Mid-term planning, such as a level overview, is a way of providing systematic and coherent opportunities for students to demonstrate learning outcomes or aspects of outcomes. Mid-term plans should be relevant to the school, local and wider community and developed in relation to long-term planning.

This table illustrates a **sample of a Level 1** overview using existing Queensland Studies Authority sourcebook modules. (In this example, Level 1 is considered as ‘typically’ 18 months of learning across Year 1 and 2.)

Modules for English are not listed in this table. Sourcebook modules may be downloaded from the QSA website.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Level 1** | | | | | | | | | |
| **Organiser** | **Term 1** | **Term 2** | | **Term 3** | **Term 4** | | **Term 5** | | **Term 6** |
| **Social & personal learning** | SOSE  Growing and changing: Individual identity | LOTE  I’m an individual | | SOSE  A world full of stories: Stories of diverse cultures | SOSE  Let’s get together: Families and needs | | LOTE:  Culturally diverse communities | | HPE  Wacky racers |
| **Early mathematical understandings** | Mathematics  Making a dream mat | Mathematics  Let’s make music | | Mathematics  Creating a paper sculpture | Mathematics  Go left, no, no go right | | Mathematics  Tailor Made | | Mathematics  Track us down |
| **Health & physical learning** | HPE  Bats, balls and body bits | HPE  Let’s be healthy | | HPE  Sun safety | HPE  Let’s get wet | | HPE  Who’s who | | SOSE  Plan, prepare and picnic |
| **Active learning processes:**  **Investigating environments, the natural world & technology** | SOSE  Hideaway spaces, special places: elements of the environment | SOSE  Lean green cleaning machine: Caring for the environment | | Science  Ways of moving | Technology Publishing a school newsletter | | Science  Energy around us | | Science  Needs of living things |
| **Active learning processes:**  **Imagining & responding** | Connected unit: Packaging– an example is provided in this document. | The Arts Harbours of life | | Science  The nature and uses of materials | The Arts  Singing stories | | The Arts  Sporty steps | | The Arts  Musical beginnings |
| The Arts  Media and me | The Arts  Anime | | The Arts  Dances of the people | The Arts  The dream-maker | | Technology  Designing a sports outfit | | The Arts  The very hungry tadpole |
| **Language learning & communication** | English | | English | English | English | English | | English | |
| LOTE  Games we play | | LOTE  Local Community | LOTE  Fantasy cooking | LOTE  Seasons around the world | LOTE  Imaginary creatures | | LOTE  Mini Olympics | |

To find out more about the modules used in these overviews access [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au) and follow the links to the KLA associated with the module.

The modules shown in this table are intended to provide a starting point for schools to develop connected units that are linked to the curriculum organisers outlined in this example.

*This level overview is an example only. Schools should develop level overviews according to the needs of their students, schools and communities.*

**Short-term planning**

*Short-term planning* outlines a program for a class or group of students for a relatively short period, and may include *units of work* and/or descriptions of *worthwhile activities*.

*Units of work* are organised and focused sequences of learning experiences that provide opportunities for students to demonstrate selected learning outcomes or aspects of outcomes in purposeful contexts. Units are intended to meet the learning needs of a class, including small groups and individuals. Units of work should be developed and sequenced around contexts that facilitate and enhance learning related to the identified core learning outcomes and core content.

**Concurrent curriculum and connected curriculum**

“Connected” units planned using the organisers *Language learning & communication, Early Mathematical Understandings; Active learning processes: Imagining & responding; Active learning processes: Investigating environments, the natural world & technology; Health & physical learning,* and *Social & personal learning* could run concurrently with other units that may be KLA-specific.

The term “connected” curriculum refers to units that focus on knowledge, practices and dispositions related to core learning outcomes from more than one KLA. A balance of units and learning experiences would need to be provided so that students have multiple opportunities to develop the knowledge, practices and dispositions necessary to demonstrate all core learning outcomes.

###### A sample of a connected unit overview

###### Curriculum organiser: Active learning processes: Imagining & responding

###### Unit Title: *Packaging and paper*

###### Focus Level: 3

**Context:** This investigation is linked to the Technology sourcebook module *Australian made* in which students design their own packaging and promotional materials for a genuine Australian product. They will also examine the scientific properties of materials, and use their knowledge of the media to design and launch the packaging to an audience.

|  |  |  |
| --- | --- | --- |
| **Core learning outcomes** | **Learning experiences** | **Sources of evidence** |
| **NPM 3.1** Students examine and describe the smaller visible parts of common materials and relate these to the properties of the materials. | Examine the different materials that are used to make packages and create a list of their properties. | Work samples (teacher generated worksheet) |
| NPM 3.2 Students compare properties of materials before and after physical and chemical changes. | Conduct tests on the packaging materials —examining such things as transparency, absorbency, density and strength. | Reports of test results |
| **NPM 3.3** Students collect information to illustrate how combining different materials influences their usefulness. | Examine common combinations used in packaging and suggest reasons why these have been used and how they are useful. | Reflection sheets |
| VA 3.1 Students design, make and modify images and objects applying elements and additional concepts to construct intended meanings. | Design and make a prototype for packaging a product. Use materials and processes to communicate ideas. Focus on colour, line, shape and texture. | Self assessment sheets |
| VA 3.2 Students make and display images and objects, understand the functions of informal and formal display. | Formally display the packaging and provide an explanation for the choices that have been made. | Interviews led by teacher |
| VA 3.3 Students compare elements and additional concepts of images and objects from a variety of cultural and historical contexts. | Compare designs with commercially made products, and discuss similarities of design features. | Reports |
| **TP 3.1** Students examine knowledge, ideas and data from a range of sources and establish the relevance of this information when meeting design challenges. | Examine the presentation of information on packaging. List the purposes of the features evident on the packaging.  Look at the shapes of the products and compare with the shapes of the packages. Discuss similarities and differences and suggest reasons for these. | Written responses |
| **TP 3.2** Students collaboratively generate design ideas and communicate these using presentations, models and technical terms. | Collaborate with peers to generate ideas for packaging and promotional materials, and negotiate options. | Structured small group discussion |
| **TP 3.3** Students cooperatively develop and follow production procedures to make products that reflect their design ideas. | Work cooperatively to develop procedures for creating packaging and producing promotional materials. | Structured small group discussion |
| **TP 3.4** Students test and judge how effectively their own and others’ processes and products meet the design challenge. | Devise criteria and tests for evaluating the effectiveness of packaging and promotional materials and processes used to create them. | Criteria sheets |
| MAT 3.1 Students choose materials according to various characteristics that best suit the product and user. | Identify the characteristics of materials that make them suitable for packaging the product. Select packaging materials that enhance the appeal for the product. | Discussion with students |
| **MAT 3.2** Students select and use suitable equipment and techniques to combine materials accurately in order to meet design requirements. | Combine materials accurately to create a pleasing effect or provide greater protection for the product. | Self and peer assessment |
| **SRP 3.3** Students apply the principles of democratic decision making in cooperative projects. | Ensure that democratic decision-making is used when working in small groups. | Teacher observation |
| **CI 3.1** Students identify the contributions of diverse groups, including migrants and indigenous peoples, to the development of their community. | Investigate the origins of brand names and names of companies. Identify those that reflect the multicultural nature of Australian society. | Written reports |
| **CI 3.2** Students identify stereotyping, discrimination or harassment to develop a plan that promotes more peaceful behaviours. | Identify evidence of stereotyping or discrimination in the packaging or promotional materials. Suggest who might be disadvantaged by the way the product is packaged. | Structured small group discussion |

##### Contribution to attributes of a lifelong learner

|  |  |
| --- | --- |
| **A knowledgeable person with a deep understanding** | * selects materials to create packaging based on knowledge of their properties * identifies and understands issues related to information on packaging and in promotional materials. |
| **A complex thinker** | * compares packaging and processes * identifies misleading information on packaging and promotional materials. |
| **A responsive creator** | * generates design ideas for logos and slogans * designs and makes packaging and promotional materials for an Australian product. |
| **An active investigator** | * investigates the accuracy of packaging and promotional information * researches the use of particular materials for packaging and projects the impacts and consequences of their long-term use. |
| **An effective communicator** | * identifies incorrect or misleading information, and devises ways of communicating accurate information about products * matches the presentation of information to specific audiences. |
| **A participant in an interdependent world** | * works independently and in groups, and acknowledges the design ideas of others. |
| **A reflective and self directed learner** | * evaluates personal and team responses * compares initial design ideas with final products and gives reasons for differences. |

Suggested resources

* *Australian made*: Technology sourcebook module