

THE FRIENDS' SCHOOL

MORRIS CURRICULUM

2019



PURPOSE AND CONCERNS

The Friends' School is a coeducational Quaker school based on fundamental values such as the intrinsic worth of each person, the recognition of 'that of God' in everyone, the desirability of simplicity and the need to establish peace and justice.

As a learning community, we are concerned for the academic, cultural, physical, social, emotional and spiritual development of each person in our care.

We seek to help our students develop as people who will think clearly, act with integrity, make decisions for themselves, be sensitive to the needs of others and the environment, be strong in service and hold a global perspective.

We believe that these aims can best be achieved with the active support of all members of our School community.

THE MISSION STATEMENT OF THE INTERNATIONAL BACCALAUREATE ORGANISATION

The International Baccalaureate Organisation aims to develop inquiring, knowledgeable and caring young people to help create a better, more peaceful world through intercultural understanding and respect.

To this end it works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



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INTRODUCTION

At Morris, the International Baccalaureate Primary Years Programme (IB PYP) is the curriculum framework for all children from Kinder to Year 6. It focuses on the development of the whole child, offering a framework to meet the academic, cultural, physical, social, emotional and spiritual development of each person.

At the heart of the PYP is structured, purposeful and planned inquiry that actively engages children. The General Capabilities and explicit learning outcomes from the Australian Curriculum are used to support the planning process. Students are an integral part of the learning process and are encouraged to become independent learners. We aim to develop children's intercultural understanding and promote global citizenship.

The Program of Inquiry (PoI) incorporates all areas of learning. Classroom and specialist teachers work together to plan rich programs. All teachers from Kinder to Year 6 are involved in developing the PoI and reviewing it annually.

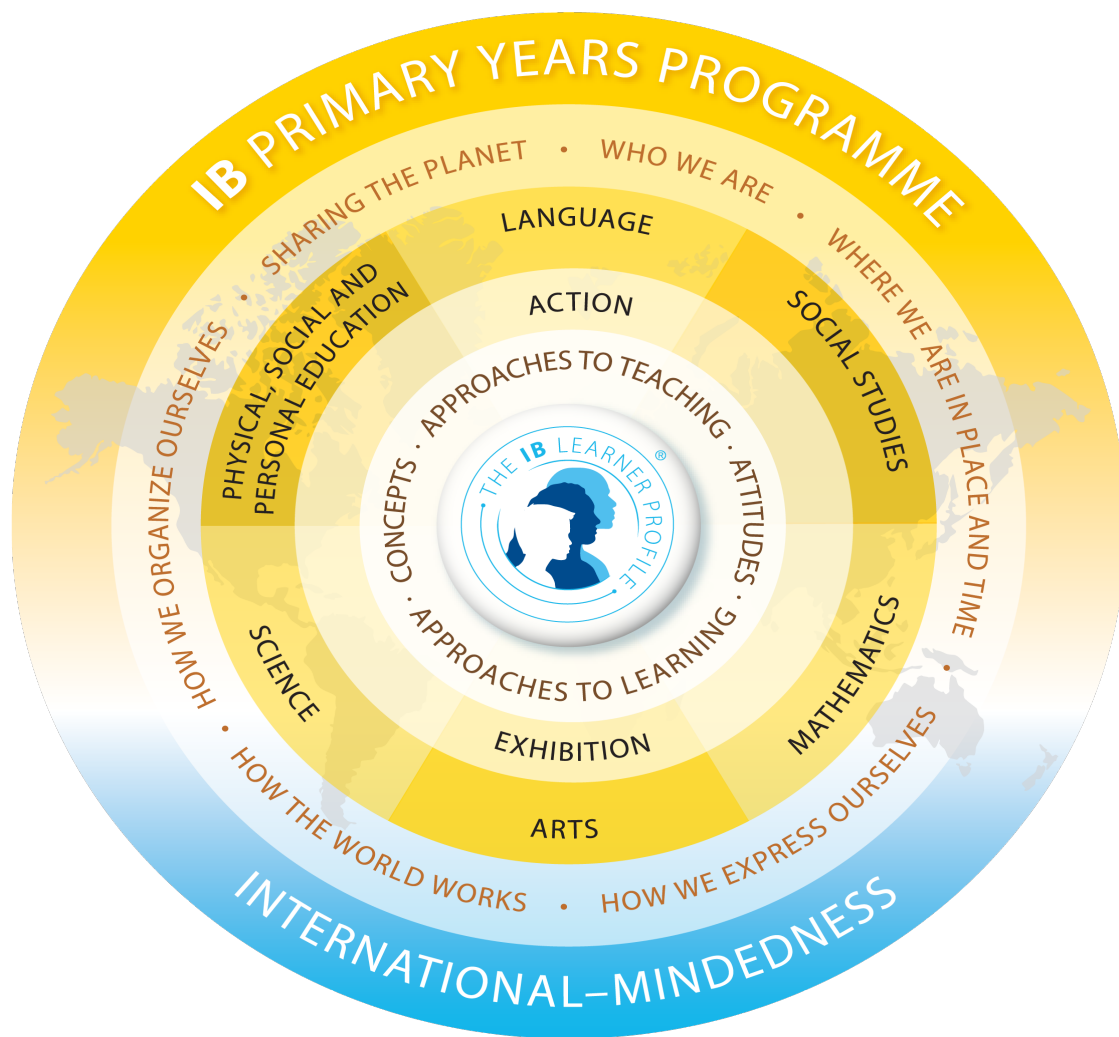
HOW THE IB PYP SUPPORTS THE FRIENDS' SCHOOL

- It supports our Purpose and Concerns and aims to develop students who are internationally minded.
- It encourages children to integrate ideas and make connections across traditional subject areas.
- It uses the Australian Curriculum and internationally recognised standards as the basis for curriculum design and implementation.

IB LEARNER PROFILE

At Morris you will see a strong focus on developing the values that will enable our students to think clearly, act with integrity, make decisions for themselves, be sensitive to the needs of others and the environment, be strong in service and hold a global perspective. The IB Learner Profile provides us with a common language for inspiring, motivating and teaching our children. Reflection on ongoing development of these attributes occurs regularly in all parts of the program and provides a foundation for ongoing global citizenship. International connections are made through inquiry and the students are aware of the intercultural aspect of their world through their daily interactions, class discussions and what they learn.

ATTRIBUTE IB learners strive to be:	The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.
INQUIRERS	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
PRINCIPLED	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of individuals, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
THINKERS	They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.
COMMUNICATORS	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
CARING	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
BALANCED	They understand the importance of intellectual, physical, spiritual and emotional balance to achieve personal wellbeing for themselves and others.
KNOWLEDGEABLE	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
OPEN-MINDED	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
COURAGEOUS	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
REFLECTIVE	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



Knowledge and Understanding

To ensure that we offer a balanced curriculum and to encourage links across the curriculum, much of this knowledge is organised into six transdisciplinary themes. Each transdisciplinary theme is explored across six units of inquiry in every year group.

The six transdisciplinary themes investigate:

- *Who we are* An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.
- *Where we are in time and place* An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.
- *How we express ourselves* An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
- *How the world works* An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

- *Sharing the planet* An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
- *How we organise ourselves* An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.

Concepts

Each year, as children explore different subject matter they regularly revisit eight key questions. These conceptual questions help them to focus their inquiries, develop conceptual understandings and make connections across subjects and year levels.

What is it like? (Form)

How does it work? (Function)

How is it changing? (Change)

Why is it like this? (Causation)

How is it connected to other things? (Connection)

What are the points of view? (Perspective)

What is our responsibility? (Responsibility)

How do we know? (Reflection)

Approaches to Learning

Within their learning throughout the program of inquiry, students acquire and apply a set of transdisciplinary skills: social skills, communication skills, thinking skills, research skills and self-management skills. These skills are valuable, not only in the units of inquiry but also for any teaching and learning that goes on within the classroom and in life outside the school.

Attitudes and Action

At Morris we strive for children to be tolerant, creative, curious, appreciative, enthusiastic, confident, respectful, committed, cooperative, independent, and to be people of integrity and empathy. Children and teachers deliberately reflect on the development of these attitudes during class, gatherings and in the playground.

In addition to developing knowledge, concepts, skills and attitudes, we want children to take thoughtful and appropriate action. We offer all learners the opportunity and power to choose their actions, to act and to reflect on these actions in order to make a difference to the world.

Children take action in many forms both at School and at home. These actions range from sharing resources they find, inviting parents and other guests to contribute their expertise, conducting independent inquiries and sharing their findings, reaching out to others within the class and School, making environmentally responsible changes at School and at home, through to initiating, promoting and supporting a wide range of service activities within the school and wider community.

KNOWLEDGE AREAS

At Morris much of the learning is approached in a transdisciplinary manner under the umbrella of the transdisciplinary themes as outlined in the Program of Inquiry. Alongside this, skills and knowledge that are specific to each of the disciplines is planned for and taught.

Language

English is learned in a variety of contexts in every classroom. There are times each week when children work in small groups where specific skills are targeted according to children's current level of understanding and need. This is particularly evident in reading, writing and spelling. While aspects of the English program are taught separately from the Program of Inquiry, frequently there are direct connections and opportunities to acquire, practise and demonstrate language skills during these inquiries.

As well as English, children explore the Japanese language and culture. We share a strong belief that each student should have the opportunity to learn language, learn about language and learn through language.

The Japanese program reflects the natural language learning sequence and is therefore primarily focused on speaking and listening for authentic social purposes. Exploring Japanese culture and role playing are a major part of what children do during their Japanese lessons.

Mathematics

Mathematical learning is focussed through the development of the Australian Curriculum Proficiencies of understanding, fluency, problem solving and reasoning. Number work is frequently introduced and developed separately during focused Mathematics sessions. Wherever there is a natural connection, however, elements of the Mathematics program are learned or reinforced within the contexts provided by the Program of Inquiry. Measurement, Geometry and Statistics and Probability often lend themselves to authentic integration.

Humanities and Social Sciences

All of the History, Geography, Civics and Citizenship and Economics and Business curriculum is incorporated into the Program of Inquiry, and often sits in the *Where we are in time and place*, *Who we are*, and *How we organise ourselves* units.

Science

Similarly, all of the Science curriculum sits within the Program of Inquiry. The knowledge and skills of science are addressed mostly in the *How the world works*, *Sharing the planet*, and *How we organise ourselves* units.

The Arts

From Kinder, children attend specialist Music classes each week, and from Year 1 specialist Art classes. Drama is incorporated into the English program, and Dance into the Physical Education and Music programs. Alongside of developing subject-specific skills and knowledge, much of the learning is linked to the concepts within the units of inquiry. Classroom teachers also incorporate opportunities for children to further develop art and music into their classroom programs.

Personal, Social and Physical Education

Physical Education

All children participate in a specialist Physical Education program either in two half-hour sessions or for one hour each week. In addition the teachers run Daily PE sessions and Year 6 leaders run outdoor games for students during lunchtime.

Health

The Health curriculum is incorporated into units of inquiry and through the development of self-management skills in the areas of personal hygiene, healthy life styles and healthy eating. The Growing Up Program, promotes safe and protective behaviours and is implemented for all children at Morris.

Social and Emotional

At Morris, we know that developing social and emotional skills is integral for children's mental health and wellbeing. Being able to build relationships with others, express and manage their own emotions and develop responsible decision making skills helps children to learn better, connect with others and develop resilience. The social and emotional learning is supported through a designed scope and sequence.

Outdoor Education

All students at Morris are involved in the Outdoor Education Program. Kindergarten to Year 3 have a number of excursions throughout the year. The Year 4 to 6 Program also includes overnight camps. Outdoor Education is experiential education. It is the process that uses challenges, adventure and exploration within and of the natural environment to boost the individual's emotional, intellectual, physical, moral and spiritual growth. The pursuit of outdoor skills and knowledge encompasses themes including safety processes and procedures, specific activity awareness and all aspects of skill development, physical and social skills. The positive physical, mental and social challenges encourage self-exploration and the questing, questioning risk taking that builds self-confidence, self-reliance and resilience.

Library

The Library plays a central role in the implementation of the school program, promoting and facilitating teaching and learning across the curriculum. We encourage students' reading and language development which becomes an important means of personal, social, cultural and historical expression and understanding.

The library also provides access to relevant and stimulating resources both in print and online, in fictional and multilingual literature, information literature and for inquiry. Collaborative planning and teaching between the classroom teacher and the teacher librarian support the learning and aims to meet the diverse needs of the children. All classes have a specialist Library lesson once a week. The Library is open for viewing and borrowing before and after school and throughout lunchtimes.

Information Communication Technology (ICT)

At Morris, the ever-increasing impact of information and communication technologies (ICT) on teaching and learning is recognised and embraced.

Morris students use technology regularly as a tool to enhance their learning. ICT supports all curriculum areas and underpins the learning of the Program on Inquiry and is assessed through the Transdisciplinary Skills. Classroom programs encompass the Australian Curriculum elements of investigating, creating, collaborating, organising and becoming digital citizens. The students are given opportunities to use dual platforms (the ipad and/or laptop), to program robotic devices, make wearable technology, design through our 'Maker Spaces', use circuitry, code and program and use a variety of apps and software to underpin and support or publish their learning. At all times students are required to adhere to our Digital Citizenship Guide and Computer Use Agreement.

Morris Co-curricular Program

In addition to classroom programs there is a rich and varied co-curricular program offered at Morris for students from Year 2 onwards. The co-curricular program varies from year to year, depending on parent and staff availability and student interest. Programs are offered in the areas of creativity, action and service, and are optional. The music and sport components of these are particularly strong. The co-curricular program is offered before school, during breaks and after school and is explained in more detail in the *Morris Handbook*.

REPORTING AND ASSESSMENT

Assessment is integral to the learning and teaching cycle. Our assessment procedures and methods of reporting to students and parents support the Purpose and Concerns, recognising the intrinsic worth of each person and their academic, cultural, physical, social, emotional and spiritual development.

We aim to involve the child, the parent and the teacher in the assessment and reporting process throughout each developmental year of a student's learning. In this process we reflect the philosophy and objectives of the International Baccalaureate Primary Years Programme (PYP) and meet the requirements of the Australian National Curriculum. We aim to include the five Essential Elements of the PYP in our reporting process including:

- the acquisition of knowledge
- the understanding of concepts
- the mastering of skills
- the development of attitudes
- the decision to take action.

The aim of assessment at Morris is to provide feedback on the learning and to inform the teaching and learning cycle. Our approach recognises the importance of learners constructing meaning through the assessment of prior knowledge, formative assessment (during the learning process) and the summative assessment of the learning.

Opportunities for teachers and students to formally report on student progress are scheduled throughout the year as explained below.

Reporting Opportunities

Semester 1

Term 1

Meet the Teacher

This is held within the first few weeks of term, providing an opportunity for the teacher to share information with the parents about the coming year and parents to share information with the teacher regarding their child.

Progress Letter

For students in Prep to Year 6, a letter is emailed to parents at the end of Term 1. It provides initial observations of the child's learning in the key areas of English and Mathematics, and a summary of how the child has settled into school and established general learning behaviours. It is designed to inform the Parent/Teacher conversations that take place the week after.

Parent Teacher Discussions

These conversations follow the Progress Letter at the end of Term 1 and are an opportunity for the parent and teacher to discuss the details of their child's academic learning, learning behaviours, and social and emotional wellbeing.

Term 2

Mid-Year Learning Record

For students in Prep to Year 6, detailed Learning Records are emailed to families at the end of Term 2. They include a general comment, assessments and comments pertaining to English and Mathematics, assessed knowledge and skills from each of the Units of Inquiry and Specialist subjects.

Semester 2

Term 3

Parent Teacher Discussions

Parent Teacher Discussions follow early in Semester 2. These allow an opportunity for parents to formally discuss the Learning Record sent home at the end of Semester 1.

Term 4

End of Year Learning Records

For students in the Kindergarten, written reports are in the form of pictorial Learning Stories. For Prep to Year 6 students, a final written Learning Record is posted home to parents. These reflect the child's learning during Semester 2 and are a culmination of the child's learning in all areas of the curriculum throughout the year.

Portfolios

At the end of each term Portfolios are available for students to share with families and friends. The portfolios will include a range of samples of learning covering all curriculum areas. It will have a strong focus on displaying evidence of the attributes and the Learner Profile and may include examples of student action. Opportunities for self and peer assessment are also included within the portfolio.

MORRIS PROGRAM OF INQUIRY AND YEAR LEVEL EXPECTATIONS IN ENGLISH AND MATHEMATICS

In the appendix that follows, each year level's Program of Inquiry is presented, along with an outline of the year level expectations for English and Mathematics. While most children will achieve these year level expectations in the year presented, it is essential to recognise that, like learning to walk, learning to read and write and operate with numbers is developmental, and happens at different rates and times for each individual. Consequently, some children will take longer to acquire or consolidate particular knowledge and skills, while others will acquire them more quickly. The School's open-ended, inquiry approach to learning assists teachers with modifying the program to cater for these differences.

KINDERGARTEN CURRICULUM

The Kindergarten curriculum is dynamic and responsive to current trends while remaining focused on our core influences of The Quaker Values, The International Baccalaureate Primary Years Programme (PYP), The Early Years Framework: Belonging, Being and Becoming and The Reggio Emilia Philosophy.

The International Baccalaureate Primary Years Programme (PYP)

In Kindergarten the International Baccalaureate PYP focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. The units of inquiry reflect themes of global significance and include the transdisciplinary themes: *Sharing the planet*, *Who we are*, *How we express ourselves* and *How the world works*. The PYP fosters attitudes and attributes that support children to become the most effective learner they can be. We encourage children to be curious about the world they live in and actively encourage them to wonder about the everyday things they are seeing and see the extraordinary.

The Early Years Learning Framework: Belonging, Being and Becoming

This is the Australian Framework for Early Childhood settings for children from birth to five years. The play-based framework is used to plan learning experiences and communicate with families about their child's learning journey.

The Reggio Emilia Philosophy

Originating in post war Italy, the Reggio Emilia Philosophy has been embraced by Early Childhood Educators around the globe. It is both an inspiration and validation of our practice. We view children as competent, active learners and teachers collaborate with children as they construct meaning about the world in which they live. Parents are viewed as partners and considered an essential part of the learning journey. The environment is viewed as the 'third teacher' and created to encourage and support children to represent their thinking independently.

PROGRAM OF INQUIRY KINDERGARTEN

	WHO WE ARE An inquiry into the nature of the self: beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	WHERE ARE WE IN PLACE AND TIME An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, exploration and migrations of humankind: the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	HOW WE EXPRESS OURSELVES An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	HOW THE WORLD WORKS An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	SHARING THE PLANET An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	HOW WE ORGANISE OURSELVES An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
Kindergarten (Each year Kinder completes four of these)	<p>CENTRAL IDEA: 1st</p> <p>Communities are strengthened when people work together and share values.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - How we are unique - Our community - How we share our uniqueness with others <p>CONCEPTS:</p> <p>Connection, Form, Perspective</p> <p>RELATED CONCEPTS:</p> <p>Diversity, tolerance</p> <p>SPECIALIST CONNECTION:</p> <p>Japanese</p>		<p>CENTRAL IDEA: 4th</p> <p>Movement expresses ideas and builds understanding of the world.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - What is movement - How our bodies move - How we use movement to communicate <p>CONCEPTS:</p> <p>Form, Perspective</p> <p>RELATED CONCEPTS:</p> <p>Performance, expression, communication, emotion</p> <p>SPECIALIST CONNECTION:</p> <p>Japanese, Music</p>	<p>CENTRAL IDEA: 3rd</p> <p>Developing relationships with materials opens possibilities for discovery, understanding and creativity</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - Properties and potential of materials - How materials can be transformed - The creativity and design process <p>CONCEPTS:</p> <p>Form, Causation, Change Perspective</p> <p>RELATED CONCEPTS:</p> <p>Relationships, Interactions, transformations</p> <p>SPECIALIST CONNECTION:</p> <p>Japanese, Music</p>	<p>CENTRAL IDEA: 2nd</p> <p>All living things depend on each other.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - The environments of living things - The needs of living things - How people and animals are connected - How individuals can make a difference to the planet <p>CONCEPTS:</p> <p>Causation, Connection Responsibility</p> <p>RELATED CONCEPTS:</p> <p>Needs, interdependence, balance</p> <p>SPECIALIST CONNECTION:</p> <p>Japanese, Physical Education</p>	

EXPECTED YEAR LEVEL OUTCOMES FOR PREP

English: listening, reading and viewing

By the end of the Prep year, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience.

They read short, predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print, sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters. They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.

English: speaking, writing and creating

Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.

In informal group and whole class settings, students communicate clearly. They re-tell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper and lower-case letters.

Mathematics

By the end of the Prep year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location. Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information.

PROGRAM OF INQUIRY PREP

	WHO WE ARE	WHERE ARE WE IN TIME AND PLACE	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	SHARING THE PLANET	HOW WE ORGANISE OURSELVES
Prep	<p>CENTRAL IDEA: 4th</p> <p>Through the senses people collect information about the world.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - What are the senses - How we use our senses - What happens when a sense doesn't work <p>CONCEPTS:</p> <p>Form, Function</p> <p>RELATED CONCEPTS:</p> <p>Observation, exploration, diversity</p> <p>SPECIALIST CONNECTION:</p> <p>Japanese, Music</p>	<p>CENTRAL IDEA: 1st</p> <p>Personal histories are shared through stories.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - How stories share our histories and experiences - How family changes influence our stories - How families and stories are connected <p>CONCEPTS:</p> <p>Reflection, Connection</p> <p>RELATED CONCEPTS:</p> <p>Co-operation, similarities, differences, rules, continuity, change</p> <p>SPECIALIST CONNECTION:</p> <p>Japanese, Music, Physical Education</p>	<p>CENTRAL IDEA: 6th</p> <p>Individuals respond and make art in different ways for different purposes.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - How people express themselves through art - Ways of responding to art - How art can evoke different feelings <p>CONCEPTS:</p> <p>Form, Perspective, Reflection</p> <p>RELATED CONCEPTS:</p> <p>Communication, inspiration, audience, observation, opinion, culture</p> <p>SPECIALIST CONNECTION:</p> <p>Japanese</p>	<p>CENTRAL IDEA: 5th</p> <p>Exploration and experimentation builds understanding of the world.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - Properties of solids, liquids and gases - The steps of experimentation - How change helps us understand the world <p>CONCEPTS:</p> <p>Change, Form, Causation</p> <p>RELATED CONCEPTS:</p> <p>Transformation, properties, movement, sequence</p> <p>SPECIALIST CONNECTION:</p>	<p>CENTRAL IDEA: 3rd</p> <p>Animals need special features to survive in their environments.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - The features animals have to survive in different environments - The similarities and differences between living things - The relationships between living things and how they affect their survival <p>CONCEPTS:</p> <p>Change, Form</p> <p>RELATED CONCEPTS:</p> <p>Adaptation, interaction, hibernation, migration</p> <p>SPECIALIST CONNECTION:</p> <p>Japanese</p>	<p>CENTRAL IDEA: 2nd</p> <p>People design and produce familiar products to meet personal and community needs.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - The systems of production - How production meets individual and community needs <p>CONCEPTS:</p> <p>Form, Connection, Function</p> <p>RELATED CONCEPTS:</p> <p>Production, co-operation, employment</p> <p>SPECIALIST CONNECTION:</p> <p>Japanese</p>

EXPECTED YEAR LEVEL OUTCOMES FOR YEAR 1

English: listening, reading and viewing

By the end of Year 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events.

Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features. They listen for and reproduce letter patterns and letter clusters.

English: speaking, writing and creating

Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show an understanding of the connection between writing, speech and images.

They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics. When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper-case and lower-case letters.

Mathematics

By the end of Year 1, students describe number sequences resulting from skip counting by 2s, 5s and 10s. They identify representations of one half. They recognise Australian coins according to their value. Students explain time durations. They describe two-dimensional shapes and three-dimensional objects. Students describe data displays.

Students count to and from 100 and locate numbers on a number line. They carry out simple additions and subtractions using counting strategies. They break up numbers using place value. They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities using informal units. They tell time to the half hour. They use the language of direction to move from place to place. Students classify outcomes of simple familiar events. They collect data by asking questions and draw simple data displays.

PROGRAM OF INQUIRY YEAR 1

	WHO WE ARE	WHERE ARE WE IN TIME AND PLACE	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	SHARING THE PLANET	HOW WE ORGANISE OURSELVES
Year 1	<p>CENTRAL IDEA: 5th</p> <p>People appreciate each other through the qualities that are valued</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - What do we have to offer others - Learning to appreciate our individual qualities and those of others - What qualities can be identified through someone's actions <p>CONCEPTS:</p> <p>Reflection, Responsibility, Perspective Form</p> <p>RELATED CONCEPTS:</p> <p>Strengths</p> <p>SPECIALIST CONNECTION:</p> <p>Physical Education</p>	<p>CENTRAL IDEA: 6th</p> <p>Exploring artefacts helps people to understand how the past shapes the future.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - What these artefacts tell us about life in the past - What artefacts tell us about the people who used them - Who would have used these - Why they are different today and what they might tell us about the future <p>CONCEPTS:</p> <p>Causation, Change, Reflection</p> <p>RELATED CONCEPTS:</p> <p>Archaeology, palaeontology, artefacts, interpretation</p> <p>SPECIALIST CONNECTION:</p> <p>Japanese</p>	<p>CENTRAL IDEA: 2nd</p> <p>Messages without words can be a powerful form of communication.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - The many ways in which messages are communicated - The ways we individually respond to messages, shapes our point of view - How we decode, analyse and interpret to build our understanding <p>CONCEPTS:</p> <p>Perspective, Reflection, Causation</p> <p>RELATED CONCEPTS:</p> <p>Creativity</p> <p>SPECIALIST CONNECTION:</p> <p>Japanese, Music, Art</p>	<p>CENTRAL IDEA: 3rd</p> <p>Light is all around and impacts on humanity.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - Light is produced by a range of sources and can be sensed - The many uses of light - The relationship between light and colour <p>CONCEPTS:</p> <p>Form, Function, Causation</p> <p>RELATED CONCEPTS:</p> <p>Observation, prediction, behaviour</p> <p>SPECIALIST CONNECTION:</p>	<p>CENTRAL IDEA: 1st</p> <p>Living together peacefully requires effective ways of solving conflict.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - The concept of peace - Conflict in our live - Solving conflict <p>CONCEPTS:</p> <p>Causation, Reflection, Responsibility</p> <p>RELATED CONCEPTS:</p> <p>Community, relationship</p> <p>SPECIALIST CONNECTION:</p>	<p>CENTRAL IDEA: 5th</p> <p>People appreciate each other through the qualities that are valued</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - What do we have to offer others - Learning to appreciate our individual qualities and those of others - What qualities can be identified through someone's actions <p>CONCEPTS:</p> <p>Reflection, Responsibility, Perspective Form</p> <p>RELATED CONCEPTS:</p> <p>Strengths</p> <p>SPECIALIST CONNECTION:</p> <p>Physical Education</p>

EXPECTED YEAR LEVEL OUTCOMES FOR YEAR 2

English: listening, reading and viewing

By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events.

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.

English: speaking, writing and creating

When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text.

Students create texts, drawing on their own experiences, their imagination and information they have learned. They use a variety of strategies to engage in group and class discussions and make presentations. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper and lower-case letters.

Mathematics

By the end of Year 2, students recognise increasing and decreasing number sequences involving 2s, 3s and 5s. They represent multiplication and division by grouping into sets. They associate collections of Australian coins with their value. Students identify the missing element in a number sequence. Students recognise the features of three-dimensional objects. They interpret simple maps of familiar locations. They explain the effects of one-step transformations (flip or slide or turn). Students make sense of collected information.

Students count to and from 1,000. They perform simple addition and subtraction calculations using a range of strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They tell time to the quarter hour and use a calendar to identify the date and the months included in seasons. They draw two-dimensional shapes. They describe outcomes for everyday events. Students collect data from relevant questions to create lists, tables and picture graphs.

PROGRAM OF INQUIRY YEAR 2

	WHO WE ARE	WHERE ARE WE IN TIME AND PLACE	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	SHARING THE PLANET	HOW WE ORGANISE OURSELVES
Year 2	<p>CENTRAL IDEA: 4th</p> <p>Learning about characters in literature helps people to learn about themselves.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - How characters in stories respond to events - Events that trigger emotions - Strategies that help us manage our emotions <p>CONCEPTS:</p> <p>Perspective, Reflection, Responsibility</p> <p>RELATED CONCEPTS:</p> <p>Beliefs, value, opinion, behaviour</p> <p>SPECIALIST CONNECTION:</p> <p>Japanese, Art</p>	<p>CENTRAL IDEA: 2nd</p> <p>Places and how people use them change over time.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - Evidence that tells us about the history of a place - Why places change over time - How places change over time - What changes we might see in the future <p>CONCEPTS:</p> <p>Change, Causation</p> <p>RELATED CONCEPTS:</p> <p>Location, artefacts, mapping, significance</p> <p>SPECIALIST CONNECTION:</p> <p>Japanese</p>	<p>CENTRAL IDEA: 3rd</p> <p>Culture can be expressed through the arts.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - What culture is - How we express our culture - How indigenous people express their culture through the arts <p>CONCEPTS:</p> <p>Form, Connection, perspective</p> <p>RELATED CONCEPTS:</p> <p>Culture, patterns, tradition, beliefs</p> <p>SPECIALIST CONNECTION:</p> <p>Japanese, Music, Art</p>	<p>CENTRAL IDEA: 6th</p> <p>Living things have characteristics and features that enable them to live successfully in their environment.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - The characteristics of an invertebrate - The role of invertebrates within an ecosystem - The life cycle of an invertebrate <p>CONCEPTS:</p> <p>Form, Change, Causation</p> <p>RELATED CONCEPTS:</p> <p>Extinction, classification, survival</p> <p>SPECIALIST CONNECTION:</p>	<p>CENTRAL IDEA: 1st</p> <p>Understanding consequences helps people to make informed decisions and manage resources.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - What happens to the resources we use daily - The impact of group and personal decisions on the environment - Responsible consumption of resources and disposal of waste <p>CONCEPTS:</p> <p>Causation, Change, Responsibility</p> <p>RELATED CONCEPTS:</p> <p>Choice, waste, finite/infinite, consumption, materials</p> <p>SPECIALIST CONNECTION:</p> <p>Japanese, Art</p>	<p>CENTRAL IDEA: 5th</p> <p>People create systems to meet the needs and wants of the community.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - Maps and how they are used - How systems are designed for a purpose - The factors that influence the making of a system <p>CONCEPTS:</p> <p>Function, Form, Connection</p> <p>RELATED CONCEPTS:</p> <p>Efficiency, equity</p> <p>SPECIALIST CONNECTION:</p> <p>Japanese, Physical Education</p>

EXPECTED YEAR LEVEL OUTCOMES FOR YEAR 3

English: listening, reading and viewing

By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.

They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately.

English: speaking, writing and creating

Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.

Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They write using joined letters that are accurately formed and consistent in size.

Mathematics

By the end of Year 3, students recognise the connection between addition and subtraction and solve problems using efficient strategies including for simple multiplication. They model and represent unit fractions. They represent money values in various ways. Students identify symmetry in the environment. They match positions on maps with given information. Students recognise angles in real situations. They interpret and compare data displays.

Students count to and from 10,000. They classify numbers as either odd or even. They recall addition and subtraction facts, and multiplication and related division facts for $\times 2$, $\times 3$, $\times 5$ and $\times 10$. Students correctly count out change from financial transactions. They continue number patterns involving addition and subtraction. Students use metric units for length, mass and capacity. They tell time to the nearest minute. Students make models of three-dimensional objects. Students conduct chance experiments and list possible outcomes. They carry out simple data investigations for categorical variables.

PROGRAM OF INQUIRY YEAR 3

	WHO WE ARE	WHERE ARE WE IN TIME AND PLACE	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	SHARING THE PLANET	HOW WE ORGANISE OURSELVES
Year 3	<p>CENTRAL IDEA: 5th</p> <p>Humans are primates who have some unique characteristics of their own.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - Physical similarities and differences between humans and other primates - Behavioural similarities and differences between humans and other primates - The social organisation of humans compared to that of other primates <p>CONCEPTS:</p> <p>Form, Connection, Reflection</p> <p>RELATED CONCEPTS:</p> <p>Similarities/ differences, behaviour, classification, relationship</p> <p>SPECIALIST CONNECTION:</p> <p>Art</p>	<p>CENTRAL IDEA: 6th</p> <p>Wondering about space leads to beliefs and the desire to explore.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - Our place in space - Past, present and future human exploration of space - How space phenomena have been explained through myths and legends <p>CONCEPTS:</p> <p>Perspective, Connection, Reflection</p> <p>RELATED CONCEPTS:</p> <p>Discovery, revelation, light, scale</p> <p>SPECIALIST CONNECTION:</p> <p>Art</p>	<p>CENTRAL IDEA: 1st</p> <p>People make positive contributions to the world through their actions.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - Positive contributions to the world - How people express their personal strengths and their ideas - How communities benefit from positive actions of its members <p>CONCEPTS:</p> <p>Form, Reflection</p> <p>RELATED CONCEPTS:</p> <p>Individuality, values, qualities beliefs</p> <p>SPECIALIST CONNECTION:</p> <p>Japanese, Art, Physical Education</p>	<p>CENTRAL IDEA: 4th</p> <p>Simple machines make work easier.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - What is a simple machine - The ways we use simple machines - The impact simple machines have had on society <p>CONCEPTS:</p> <p>Function, Causation, Form</p> <p>RELATED CONCEPTS:</p> <p>Mechanics, efficiency, design</p> <p>SPECIALIST CONNECTION:</p> <p>Music</p>	<p>CENTRAL IDEA: 3rd</p> <p>People have a collective responsibility to preserve places in the environment.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - Why some places in the environment are protected - The natural and man-made features of countries - How our actions can preserve places in the environment <p>CONCEPTS:</p> <p>Form, Responsibility, Causation</p> <p>RELATED CONCEPTS:</p> <p>Growth, reproduction, adaptation, habitat, living/ non-living/ once living</p> <p>SPECIALIST CONNECTION:</p> <p>Japanese, Art</p>	<p>CENTRAL IDEA: 2nd</p> <p>The use of communication technology is shaped by personal choices and social awareness.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - How technology is always changing - The different ways we can communicate through technology - Our responsibilities as digital citizens <p>CONCEPTS:</p> <p>Change, Connection, Responsibility</p> <p>RELATED CONCEPTS:</p> <p>Innovation, relationships, communication</p> <p>SPECIALIST CONNECTION:</p> <p>Japanese, Music, Art</p> <p>SPECIALIST CONNECTION:</p>

EXPECTED YEAR LEVEL OUTCOMES FOR YEAR 4

English: listening, reading and viewing

By the end of Year 4, students understand that texts have different text structures depending on purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences.

They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts, and respond to others' viewpoints. They listen for key points in discussions.

English: speaking, writing and creating

Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.

Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning.

Mathematics

By the end of Year 4, students choose appropriate strategies for calculations involving multiplication and division. They recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places. Students solve simple purchasing problems. They identify unknown quantities in number sentences. They describe number patterns resulting from multiplication. Students compare areas of regular and irregular shapes using informal units. They solve problems involving time duration. They interpret information contained in maps. Students identify dependent and independent events. They describe different methods for data collection and representation, and evaluate their effectiveness.

Students use the properties of odd and even numbers. They recall multiplication facts to 10×10 and related division facts. Students locate familiar fractions on a number line. They continue number sequences involving multiples of single digit numbers. Students use scaled instruments to measure temperatures, lengths, shapes and objects. They convert between units of time. Students create symmetrical shapes and patterns. They classify angles in relation to a right angle. Students list the probabilities of everyday events. They construct data displays from given or collected data.

PROGRAM OF INQUIRY YEAR 4

	WHO WE ARE	WHERE ARE WE IN TIME AND PLACE	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	SHARING THE PLANET	HOW WE ORGANISE OURSELVES
Year 4	<p>CENTRAL IDEA: 1st Understanding ourselves helps us to understand others.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - Why groups function the way they do - The roles within groups - Understanding ourselves influences how we behave and see the world <p>CONCEPTS: Function, Reflection, Causation, Responsibility</p> <p>RELATED CONCEPTS: Peace and conflict, respect, responsibility, values, empathy</p> <p>SPECIALIST CONNECTION:</p>	<p>CENTRAL IDEA: 4th Life is transformed when places are settled.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - Factors that led to settlement of Australia by Europeans - Impacts on people due to arrival from different perspectives - The voyage of the first fleet <p>CONCEPTS: Causation, Perspective, Change</p> <p>RELATED CONCEPTS: Resources, geography, society, history, impact</p> <p>SPECIALIST CONNECTION: Japanese</p>	<p>CENTRAL IDEA: 6th People express themselves in personally meaningful ways.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - Everybody has the right to express their opinion - Expression can take many forms - Artistic expression conveys a particular message <p>CONCEPTS: Connection, Perspective, Responsibility</p> <p>RELATED CONCEPTS: Creativity, expression, change</p> <p>SPECIALIST CONNECTION: Art, Music</p>	<p>CENTRAL IDEA: 2nd Scientific understanding helps in the preservation and management of resources.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - The parts of an ecosystem - The impacts on the balance of an ecosystem - How Science helps people understand and manage the impact of human action <p>CONCEPTS: Responsibility, Connection, Change</p> <p>RELATED CONCEPTS: Systems, balance, measurement, data, resources, producers, consumers, decomposers</p> <p>SPECIALIST CONNECTION:</p>	<p>CENTRAL IDEA: 5th Energy can be transformed, converted and harnessed to support life on earth.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - The different forms of energy (renewable and non-renewable) - How energy is used - The impact on society and the environment - Sustainable energy practices <p>CONCEPTS: Form, Function, Causation</p> <p>RELATED CONCEPTS: Energy, power, consumption, pollution, cause and effect, heat, light</p> <p>SPECIALIST CONNECTION: Physical Education</p>	<p>CENTRAL IDEA: 3rd The world is understood through exploration.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - The motivations for undertaking a great journey - The consequences for people and places, of a great journey - Great journeys throughout history <p>CONCEPTS: Causation, Change, Reflection</p> <p>RELATED CONCEPTS: Cause and effect, trade, empire, navigation, competition, curiosity, discovery</p> <p>SPECIALIST CONNECTION: Music</p>

EXPECTED YEAR LEVEL OUTCOMES FOR YEAR 5

English: listening, reading and viewing

By the end of Year 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events.

They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

English: speaking, writing and creating

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

Students create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Mathematics

By the end of Year 5, students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They explain plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. Students compare and interpret different data sets.

Students order decimals and unit fractions and locate them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals. They find unknown quantities in number sentences. They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles. They convert between 12 and 24-hour time. Students use a grid reference system to locate landmarks. They measure and construct different angles. Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students pose questions to gather data, and construct data displays appropriate for the data.

PROGRAM OF INQUIRY YEAR 5

	WHO WE ARE	WHERE ARE WE IN TIME AND PLACE	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	SHARING THE PLANET	HOW WE ORGANISE OURSELVES
Year 5	<p>CENTRAL IDEA: 2nd</p> <p>Individual decision making and wellbeing are interdependent</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - What it means to be a healthy human being - Decisions you can make to enhance (and maintain) your emotional, physical, mental, social and spiritual wellbeing - How individual wellbeing can positively influence group wellbeing <p>CONCEPTS:</p> <p>Function, Connection, Responsibility</p> <p>RELATED CONCEPTS:</p> <p>Balance, choice, wellbeing</p> <p>SPECIALIST CONNECTION:</p> <p>Japanese, Art, Physical Education</p>	<p>CENTRAL IDEA: 5th</p> <p>Events of the past have shaped the future.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - The features of a colony - Why Australian colonies were established - The influence of individuals and events on colonial development - How traditional games have changes over time <p>CONCEPTS:</p> <p>Form, Causation, Perspective</p> <p>RELATED CONCEPTS:</p> <p>Migration, prejudice, beliefs, culture</p> <p>SPECIALIST CONNECTION:</p> <p>Physical Education</p>	<p>CENTRAL IDEA: 1st</p> <p>Music, visual arts and literature express and evoke emotions.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - How emotions are related to thoughts - How emotions are expressed through creative arts - How people respond to creative arts <p>CONCEPTS:</p> <p>Function, Perspective</p> <p>RELATED CONCEPTS:</p> <p>Persuasion, individuality, empathy, appreciation</p> <p>SPECIALIST CONNECTION:</p> <p>Art, Music, Japanese</p>	<p>CENTRAL IDEA: 3rd</p> <p>Life on Earth is connected to the sun.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - The earth is part of a system of planets - The states of matter, gravity and light - The sun as a source of energy that supports life on earth <p>CONCEPTS:</p> <p>Form, Causation, Reflection</p> <p>RELATED CONCEPTS:</p> <p>Energy, matter, gravity, light</p> <p>SPECIALIST CONNECTION:</p>	<p>CENTRAL IDEA: 6th</p> <p>When you act for others, their lives will improve as well as yours.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - The characteristics of action and service - Local organisations that support people locally and in the wider Hobart community - Action to support others in our community <p>CONCEPTS:</p> <p>Responsibility, Connection, Causation</p> <p>RELATED CONCEPTS:</p> <p>Equity, human rights, action, charity</p> <p>SPECIALIST CONNECTION:</p> <p>Physical Education</p>	<p>CENTRAL IDEA: 4th</p> <p>Cities develop in response to human, environmental and geographical factors.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - The human, geographical and environmental factors that influence the development of cities - How cities have developed in response to these factors - How these factors have shaped life and culture <p>CONCEPTS:</p> <p>Form, Causation</p> <p>RELATED CONCEPTS:</p> <p>Landform, mapping, borders, industry, community</p> <p>SPECIALIST CONNECTION:</p> <p>Music, Art, Japanese</p>

EXPECTED YEAR LEVEL OUTCOMES FOR YEAR 6

English: listening, reading and viewing

By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.

Students compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.

English: speaking, writing and creating

Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.

Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices.

Mathematics

By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displays for two categorical variables. They evaluate secondary data displayed in the media. Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students list and communicate probabilities using simple fractions, decimals and percentages.

Exhibition

Towards the end of Year 6, students engage in an in-depth, collaborative inquiry. They demonstrate independence and responsibility for their own learning and explore multiple perspectives. They exhibit ongoing development of the attributes of the learner profile. They demonstrate engagement with the five essential elements of the program: knowledge, concepts, skills, attitudes and action. They synthesise and apply their learning of previous years, and reflect on their journey through the PYP.

PROGRAM OF INQUIRY YEAR 6

	WHO WE ARE	WHERE ARE WE IN TIME AND PLACE	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	SHARING THE PLANET	HOW WE ORGANISE OURSELVES
<p>Year 6 (Five of these are undertaken each year, and the sixth is undertaken as the exhibition which may be modified or re-written.)</p>	<p>CENTRAL IDEA: 6th Spirituality is diverse and impacts on community.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - The role of religious and spiritual organisations - Similarities and differences between spiritual practices - How understanding diversity positively influences community <p>CONCEPTS: Reflection, Perspective, Form</p> <p>RELATED CONCEPTS: Tolerance</p> <p>SPECIALIST CONNECTION: Japanese</p>	<p>CENTRAL IDEA: 1st The formation of a country is the result of many influences and events.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - Societal change in Australia since the 1900s - The formation of a national identity - The effects of migration on a country <p>CONCEPTS: Causation, Connection, Change</p> <p>RELATED CONCEPTS: Culture, identity, conflict, migration, trade</p> <p>SPECIALIST CONNECTION: Art</p>	<p>CENTRAL IDEA: 4th (Exhibition) To be co-constructed with the Year 6 students.</p> <p>AN INQUIRY INTO:</p> <p>CONCEPTS:</p> <p>RELATED CONCEPTS:</p> <p>SPECIALIST CONNECTION:</p> <p>SPECIALIST CONNECTION: Art, Music, Japanese</p>	<p>CENTRAL IDEA: 3rd Understanding scientific principles contributes to a changing world.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - Scientific principles - Scientific skills and processes - Using science and innovation to problem solve <p>CONCEPTS: Function, Change</p> <p>RELATED CONCEPTS: Energy, matter</p> <p>SPECIALIST CONNECTION: Music, Art, Physical Education</p>	<p>CENTRAL IDEA: 5th Personal choice influences our environment.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - Countries and their geographical diversity - Factors that influence the environment - The role of the individual to make a difference - The rights and responsibilities in a sustainable planet <p>CONCEPTS: Responsibility, Causation, Connection</p> <p>RELATED CONCEPTS: Migration, impact, origin</p> <p>SPECIALIST CONNECTION:</p>	<p>CENTRAL IDEA: 2nd Countries have a system of government.</p> <p>AN INQUIRY INTO:</p> <ul style="list-style-type: none"> - The roles and responsibilities of the Government in Australia - How democracy works - Other systems of governance around the world <p>CONCEPTS: Function, Form, Responsibility</p> <p>RELATED CONCEPTS: Democracy, law, power, government, decision making</p> <p>SPECIALIST CONNECTION: Japanese</p>