Immanuel Lutheran College

Prep - Year 6 Curriculum Handbook 2025

immanuel.qld.edu.au

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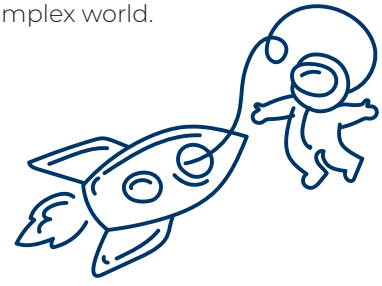
Learning Focus

At Immanuel Primary School, we put your child at the centre of everything we do. We're committed to supporting their social, emotional and academic needs within our positive Christian environment. We recognise that each phase of childhood is special and unique, and we tailor our teaching approaches accordingly.

We know that tomorrow's world will need responsible community-minded individuals who can innovate, create and adapt. That's why we deliberately focus on developing key skills like critical and creative thinking, problem-solving and collaboration. We want your child to make evidence-informed decisions and work well with others, preparing them for whatever the future holds. By building skills across diverse learning areas, we help students stay engaged and experience real personal growth.

In all Primary School years, we strive to balance curriculum expectations with the curiosity and joy that learning brings. We place strong emphasis on building solid foundations in literacy and numeracy – skills that will serve your child for life. As students move up through the grades, they focus on learning skills to discover and interpret the world around them, while integrating technologies into everyday practices. Our approach is holistic, guided by our core values of Compassionate Hearts, Curious Minds, and God's Grace – nurturing students who act with empathy, think with courage, and live with purpose in an increasingly complex world.



Student Wellbeing and Care

Our Wellbeing Framework combines positive psychology with our College values and Christian foundations. We use the PERMA-V model (positive emotions, engagement, relationships, meaning and accomplishment values) because research shows these elements are essential building blocks for people to truly flourish. At Immanuel, we don't just talk about these concepts – we actively teach students how to incorporate them into their daily lives.

Through our approach to student care, we help children develop skills like persistence, objective thinking, clear communication, managing self-regulation, and listening with empathy. We encourage them to be creative, flexible thinkers who can take responsible risks to enhance learning. These skills underpin our focus on higher-order thinking, preparing students not just for school but for life beyond our gates.

In Primary School, we use URStrong to help students build healthy relationships. This practical program gives children tools and strategies to navigate social interactions effectively. We know that positive relationships are crucial for mental and emotional wellbeing. By teaching students how to build and maintain healthy connections, URStrong plays a key role in creating a supportive school environment where every child feels like they belong.

Flexible Learning within a Blended Learning Environment

Our Teaching and Learning Framework reflects how we approach education – as a complete experience. We make the most of our physical spaces, virtual tools and relationships to develop each student's capabilities, focusing on engagement, challenge, growth and reflection.

Across Primary School, we centre our teaching on Cooperative Learning. This is a deliberate approach that ensures every student is actively engaged and develops essential life skills.

Physical Spaces

All of our Primary School learning spaces are flexible and student-centred. These custom-designed environments support future-focused skills in a technology-rich setting that encourage collaboration and creativity.

Hand-in-hand with our modern spaces, our teachers focus on facilitating cooperative learning and developing productive habits of mind – the exact skills students need to succeed in our connected world.

Relational Spaces

Learning takes off when there's trust between students, parents and teachers. We understand that young people need guidance in building and maintaining positive relationships. Our restorative practice approach focuses on repairing harm and rebuilding connections when things go wrong – because it's when we make mistakes that the biggest learning happens!.

Virtual Spaces

In the early years, technology enhances learning rather than replacing traditional methods. Students in Prep to Year 3 access iPads to support their learning experiences, while digital whiteboards bring lessons to life. From Years 4 to 6, each student receives their own iPad, along with an Apple pencil, as part of our one-to-one program.

SEQTA is Immanuel's online learning management platform that connects home and school. It consists of two integrated components:

SEQTA Engage provides parents with comprehensive insight into their child's learning journey. It includes access to reports, attendance records, timetables, teacher contacts, academic results, finance details, excursion information, notices and more.

Parents can access SEQTA Engage via the Portal option on the College home page (**www.immanuel.qld.edu.au**) or through the school app using their username and password.

SEQTA Learn serves as a 'one-stop shop' for students to access digital resources both on campus and at home. Students in Years 4 to 6 use this platform to manage all aspects of their school life, including timetables, collaboration with peers and teachers, content, assessments, grades and feedback for growth.

When students log in, they can view their personalised calendar and access daily information to support their learning.

Together, these integrated platforms create a seamless digital environment that supports our commitment to meaningful learning connections between home and school.

Differentiating Student Learning – Enrichment and Support

At Immanuel, we aim to meet the needs of every student. We use specific teaching approaches to enhance learning for those with particular needs, and where possible, provide additional classroom support. We create Personalised Support Plans for students who need them, and both extension and support happens in all classes, tailored to the current group of students.

Learning Support takes many forms – in-class help, small group work and one-on-one instruction – all managed by our P-12 Learning Enhancement Coordinator.

Learning Enrichment offers challenge and extension through whole class activities, small groups and individual instruction. We provide opportunities both at school and externally, all overseen by our Deputy Head of Primary School.

Homework

At Immanuel, we believe that education extends beyond the classroom walls. Our homework approach is purposefully designed to create space for students to develop their unique talents, pursue their passions, and engage with family and community after school hours.

We see homework as a valuable extension of learning that reinforces classroom concepts while building responsibility and independent study habits.

Homework is consistent across each year level, though we sometimes tailor tasks to support individual learning needs and strengths. The time expectations serve as guides only – we understand that each student approaches learning at their own pace and in their own way.

This balanced approach to homework reflects our commitment to developing students with compassionate hearts who value family and community connections, curious minds that continue exploring beyond school hours, and an understanding of God's grace that values growth over perfection.

PREP TO YEAR 2:
Homework for Prep to Year 2 is designed to foster a love of learning while supporting foundational skills in literacy and numeracy. The guidelines are set out below.

Optional Activities: Families are welcome to use Reading Eggs and MathSeeds for additional practice. These online platforms are engaging and tailored to individual learning needs.

YEAR LEVEL	DESCRIPTION OF HOMEWORK EXPECTED
PREP	**Daily Reading:** 10 minutes each night. This may include reading with a parent, carer, or independently, depending on the child's reading abilities. **High-Frequency Words:** Students should revise their high-frequency/spelling words to build fluency and confidence in reading and writing.
YEAR 1	**Daily Reading:** Students are encouraged to read for 10 minutes each night. This may include reading with a parent, carer, or independently, depending on the child's reading abilities. **High-Frequency Words:** Students should revise their high-frequency/spelling words to build fluency and confidence in reading and writing.
YEAR 2	**Daily Reading:** 10 minutes each night. This may include reading with a parent, carer, or independently, depending on the child's reading abilities. **Spelling Words:** Students will be working on spelling patterns during InitiaLit lessons and these will be reinforced with homework activities each week to assist with decoding/encoding in both reading and writing.

YEARS 3 TO 6:
As students progress, homework becomes more structured to support the development of discipline and deeper learning. Expectations for each year level are as follows:

YEAR LEVEL	DESCRIPTION OF HOMEWORK EXPECTED
YEAR 3	**Daily Reading:** Students should read for 15 minutes each night. This can include independent reading and shared reading with a family member. Please note it is very important for children to continue to read aloud to establish fluency, pronunciation and automatic decoding. **Spelling Practice:** SpellEx shows your child how the spelling system works. Homework activities will support what students are learning in class. E.g. how to notice spelling patterns, apply useful strategies and learn rules and handy hints that guide our spelling choices. If possible, sit with your child as they complete their spelling homework, correcting spelling errors in a positive way. Maybe choose just a couple of 'problem' words to practise daily in a fun way, as recalling spelling can be very challenging. **Maths Online Tasks:** Students should complete set tasks on Maths Online to reinforce mathematical concepts taught in class, including reviewing times tables.

YEAR LEVEL	DESCRIPTION OF HOMEWORK EXPECTED
YEAR 4	**Daily Reading:** 15 minutes. This can include independent reading and shared reading with a family member. Please note it is still very important for children to continue to read aloud to establish fluency, pronunciation and expression. **Spelling Practice:** SpellEx shows your child how the spelling system works. Homework activities will support what students are learning in class. E.g. how to notice spelling patterns, apply useful strategies and learn rules and handy hints that guide our spelling choices. If possible, sit with your child as they complete their spelling homework, correcting spelling errors in a positive way. Maybe choose just a couple of 'problem' words to practise daily in a fun way, as recalling spelling can be very challenging. **Fluency Passage:** One measure of reading progress is fluency. Each night the students will have a short passage to record and submit to their teacher via Teams on the iPad. **Maths Online Tasks:** Students should complete set tasks on Maths Online to reinforce mathematical concepts taught in class, including times tables.
YEAR 5	**Daily Reading:** 20 minutes. This can include independent reading and shared reading with a family member. Please note it is still very important for children to continue to read aloud to establish fluency, pronunciation and expression. **Spelling Practice:** SpellEx shows your child how the spelling system works. Homework activities will support what students are learning in class. E.g. how to notice spelling patterns, apply useful strategies and learn rules and handy hints that guide our spelling choices. If possible, sit with your child as they complete their spelling homework, correcting spelling errors in a positive way. Maybe choose just a couple of 'problem' words to practise daily in a fun way, as recalling spelling can be very challenging. **Fluency Passage:** One measure of reading progress is fluency. Each night the students will have a short passage to record and submit to their teacher via Teams on the iPad. **Maths Online Tasks:** Students should complete set tasks on Maths Online to reinforce mathematical concepts taught in class, including times tables.
YEAR 6	**Daily Reading:** Students should read for 20 minutes each night, choosing texts that challenge and engage them. **Spelling Practice:** Nightly spelling practice remains a key focus to enhance vocabulary and written communication skills. **Maths Online Tasks:** Students are to complete assigned tasks on Maths Online to support their numeracy development. Some additional project or assignment work may be sent home each term. This aims to assist students in managing time to meet a deadline, which is an essential skill as they transition into Secondary School.

Parent - Teacher Interviews

We hold formal parent-teacher interviews twice yearly, creating valuable opportunities for meaningful conversations about your child's progress, activities, and social development. These face-to-face meetings help strengthen the partnership between home and school that's so crucial to your child's success. You'll receive an email with details on how to book your interview time online before each event.

Our Term 1 interviews (around Week 4) focus on setting your child up for success in the year ahead. We'll discuss learning behaviours, academic and social goals, and expectations for the coming year. This is your perfect opportunity to share important insights about your child with their new teacher, helping us work together proactively for their benefit.

In Term 3 (around Week 2), we meet again after Semester 1 reports have been released. This conversation centres on your child's achievements so far, tracking progress against goals, and developing strategies to ensure they continue reaching their potential through to the end of the year.

Student Support Beyond the Classroom Teacher

After meeting with your child's classroom teacher, you may need to make additional appointment times to support your learners, and these are welcomed. After a discussion with your classroom teacher, appointments can be made with the below people through the Primary School Administrator.

MRS KATRINA RILEY Deputy Head of Primary School – Curriculum and Pedagogy	The Deputy Head of Primary School will be able to assist with all teaching and learning facets, and daily operations. This includes academic progress, approaches to teaching, homework, resourcing and any aspects related to reporting or the Australian Curriculum. Support and extension can be discussed with both the Deputy Head of Primary School (DHOPS) and/or the Learning Enhancement Coordinator. The DHOPS is also available to assist with operational questions or queries, as a first port of call before referral onto the Head of Primary.
MR MATT DOECKE Director of Wellbeing	The Director of Wellbeing will be able to assist with any aspects related to student wellbeing or behaviour. This includes playground issues, friendship concerns, social or emotional support required, school attendance and separation anxieties, etc. Further, the Director of Wellbeing can support changes in family circumstances e.g. separated families; or organize for further assistance via our College Counsellors or Student Support services.
MR NATHAN SCOFFIN Learning Enhancement Coordinator	The Learning Enhancement Coordinator will be able to assist with any specific learning needs of students, both for support and extension. This includes referrals to specialists for assessments; receiving reports from specialists and translating this into a school support plan; establishing a Personalised Support Plan or a Curriculum Adjustment Program; including modified assessments or reporting. Coordination of specialists visiting campus for observations is also overseen by this role, alongside intervention programs for identified students. Participation in Learning Club, offered Monday – Friday mornings from 8:00-8:25am is also through application to the LE Coordinator via the classroom teacher.

Please note, beyond this you may also wish to make an appointment with the Head of Primary School, Mrs Jodie Hayat. This can be done with the Primary School Administrator, after you have had preliminary discussions with the classroom teacher and one of the above members of the Primary School Leadership Team.

Weekly Timetable

Specific timetable information is provided by classroom teachers, which includes information about specialist lessons. However, the Primary School Timetable is as below:

Time	Lesson		Monday	Tuesday	Wednesday	Thursday	Friday
8.30	Pastoral Care / Devotion	10 mins					
8.40	Lesson 1	45 mins					Worship 8.45am
9.25	Lesson 2	45 mins					
10.10	Lesson 3	40 mins					
10.50	**FIRST BREAK**	**45 mins**					
11.35	Lesson 4	45 mins					
12.20	Lesson 5	45 mins					
1.05	**SECOND BREAK**	**30 mins**					
1.35	Lesson 6	40 mins				Years 4-6 SCISSA (1.35pm-2.55pm)	
2.15	Lesson 7	45 mins					
2.55	Pastoral Care	5 mins					

Primary School Subject Overview

Christian Studies

Christian Studies forms an essential part of the distinctive experience at Immanuel Lutheran College. Based on the framework developed by Lutheran Education Australia, our program spirals across all year levels through four interconnected strands: Christian Beliefs, Christian Church, Christian Living, and Christianity in the World.

In our Christian Studies classroom, students explore biblical texts and Christian literature to gain a clear understanding of the Christian story. They also examine diverse religious and non-religious perspectives they'll encounter in our pluralistic society. Through inquiry, discussion and reflection, we mentor students to become articulate and empathetic community members who can listen thoughtfully, engage in respectful dialogue with different viewpoints, and develop well-defended personal positions.

WHAT TOPICS ARE STUDENTS LIKELY TO LEARN ABOUT?

PREP	• God our Creator • God's People of the Old Testament • Happy Helpers • Amazing Advent
YEAR 1	• God is Great • Superheroes of the Bible • Discover the Bible • God's Love Inspires Us to Love Others
YEAR 2	• Caring for Creation • The Lost Parables • What is Worship? • Symbols of Christmas
YEAR 3	• The Christian Church • What Will I Do? • Belonging to God • Who is Jesus?
YEAR 4	• The Book • Who is God? • The Cultural Life of Jesus • Church Sacraments
YEAR 5	• Old Testament Heroes of the Bible • Ten Commandments (Living a Blessed Life) • Jesus' 'I am' Statements and Who does God Say I am? • Serving My Family (Service Learning in Action)
YEAR 6	• Sin and Grace • The Beatitudes • Monotheistic Religions • Service Learning

English

English provides fundamental building blocks for effective communication. From Prep to Year 6, we emphasise setting learners up for success with a solid grasp of language through reading, writing, speaking, listening and critically reviewing diverse texts. Students work with language across every day, literary and multi-modal contexts while mastering important textual features like vocabulary, grammar, spelling, sentence structure and punctuation.

Our comprehensive approach ensures students develop strong communication skills that serve them across all learning areas. With carefully selected resources and teaching strategies, we help students become confident communicators who can express themselves clearly and interpret information thoughtfully in our increasingly complex world.

A comprehensive approach to instruction is supported by the following resources:

	PREP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
InitiaLit							
SHARP Reading							
Talk for Reading							
SMART Spelling							
SpellEx							
Talk for Writing							
Sight Words							
Decodable Readers							
Handwriting							
Keyboarding							

Key: Blue indicates this is used in this Year Level

Health and Physical Education

Health and Physical Education develops students as active, informed members of society who can effectively manage interactions between themselves and their social, cultural and physical environments in pursuit of good health. Our program combines practical physical activities with theory-based learning about wellbeing, nutrition, and making healthy choices.

Through diverse movement experiences and team activities, students develop physical skills, strategic thinking, and understanding of how their bodies work. They learn about personal identity, relationships, and safety while building resilience and confidence. This balanced approach creates foundations for lifelong health and wellbeing practices.

WHAT TOPICS ARE STUDENTS LIKELY TO LEARN ABOUT?

PHYSICAL EDUCATION UNITS

- **Perceptual Motor Program**
- **Cross-Country Skills**
- **Athletics -** Running, Long Jump , Discus, Shot Putt, High Jump
- **Game Sense -** Basketball, Netball, Touch Football, AFL
- **Ball Skills -** Striking and Catching, Kicking, Passing, Shooting
- **Swimming -** Stroke Correction and Water Safety

HEALTH UNITS

- **Self-Management and Self Awareness- Strengths, Feelings and a Healthy Life**
- **Social Awareness and Relationships- Emotions, Buddies and Impact of Others**
- **Understanding Community - Let's all keep safe, People who help us and Traditions**
- **Friendology 101 – establishing and maintaining healthy relationships, managing conflict with kindness, and increasing overall resilience.**

Humanities and Social Sciences (HASS)

Humanities and Social Sciences brings together the disciplines of History, Geography, Economics and Business, and Civics and Citizenship. Through an inquiry-based approach, students gain meaningful knowledge about our world and how societies function across time and place.

Students investigate significant events, developments and issues; explore diverse environments; understand economic systems; and learn about civic participation. They develop critical thinking skills as they analyse sources, consider different perspectives, and communicate ideas effectively. These investigations help students make sense of our complex world and understand their role as responsible, active citizens.

WHAT ARE THE FOCAL AREAS FOR EACH YEAR LEVEL?	
PREP	My personal world
YEAR 1	How my world is different from the past and can change in the future
YEAR 2	Past and present connections to people and places
YEAR 3	Diverse communities and places, and the contributions people make
YEAR 4	How people, places and environments interact, past and present
YEAR 5	Australian communities – their past, present and possible futures
YEAR 6	Australia in the past and present, and its connections with a diverse world

Languages

Communication is a human imperative that involves interaction, imagination and creativity. At Immanuel, students study German, exploring how to communicate meaning while developing understanding of language and culture.

Language learning broadens horizons and creates personal, social, cultural and employment opportunities in our interconnected world. Students develop listening, speaking, reading and writing skills while gaining insights into German-speaking cultures. This intercultural understanding helps them reflect on their own language and culture while building appreciation for diversity. These skills prepare students for meaningful engagement with others in our global community.

WHAT TOPICS ARE STUDENTS LIKELY TO LEARN ABOUT?

GERMAN

- **Colours**
- **Meeting and Greeting**
- **Fun with Numbers**
- **Shapes**
- **What's for Breakfast**
- **Going Shopping**
- **Weather**
- **Getting to know me**
- **Family Fun**
- **Alphabet Skills**
- **Animal Stories**
- **Hobbies and Interests**

Mathematics

Mathematics fosters critical thinking and problem-solving skills, helping students interpret their environment and understand their place within it. Our Primary School Mathematics program focuses on building strong foundations in mathematical knowledge, understanding, and operations that prepare students for an expanding range of future careers.
Students develop number sense, problem-solving skills and mathematical reasoning through engaging, hands-on activities. They explore patterns and relationships, measurement concepts, geometric understanding and data representation. Our approach balances skill development with practical applications, helping students see how Mathematics connects to their everyday lives and future opportunities.

WHAT CONTENT ARE STUDENTS LIKELY TO INTERACT WITH AT EACH YEAR LEVEL?

	NUMBER	ALGEBRA	MEASUREMENT	SPACE	STATISTICS
PREP	• Numbers 0-20 • Simple addition and subtraction • Equal sharing	• Repeating patterns	• Language of measurement • Sequencing days of the week and times of the day	• Working with familiar shapes in the environment • Positional language	• Collecting and sorting simple data

WHAT CONTENT ARE STUDENTS LIKELY TO INTERACT WITH AT EACH YEAR LEVEL?

	NUMBER	ALGEBRA	MEASUREMENT	SPACE	STATISTICS
YEAR 1	• Numbers to 120 • Tens and ones • Counting patterns • Addition and subtraction to 20 • Sharing and grouping • Problem solving • Money	• Repeating patterns • Patterns of skip counting	• Measuring with informal units • Sequencing events using years, months, weeks, days and hours	• Classifying familiar shapes • Giving and following directions, including left and right	• Collecting and representing data in visual displays e.g. graphing and digital representations

WHAT CONTENT ARE STUDENTS LIKELY TO INTERACT WITH AT EACH YEAR LEVEL?

	NUMBER	ALGEBRA	MEASUREMENT	SPACE	STATISTICS
YEAR 2	• Numbers to 1000 • Place value to thousands • Problem solving in addition and subtraction, using • 2-digit numbers • Multiply and divide by 1-digit numbers using repeated addition, equal grouping, arrays, partitioning • Fractions: ½; ¼; ⅛ • Money transactions	• Growing/ additive patterns • Mental addition facts to 20 • Fact families using addition and subtraction • Multiplication: 2x tables • Explore division using doubling and halving	• Formal units of measurement for length, capacity and mass • Fractions of wholes: halves, quarters and eighths of objects • Using a calendar • Analogue Time: o'clock, half past and quarter past/to the hour • Quarter, half, three-quarter and full measures of turn	• Spatial terms e.g. opposite, parallel, curved, straight • Locating positions on 2-dimensional representations e.g. maps	• Collect, record, represent and interpret data, including using software/digital representations

WHAT CONTENT ARE STUDENTS LIKELY TO INTERACT WITH AT EACH YEAR LEVEL?

YEAR 3

NUMBER

- Numbers and Place Value to 10000
- Fractions: ½; ⅓; ¼; ⅕; 1/10
- Addition and subtraction using 2 and 3-digit numbers, with regrouping
- Multiply and divide by 1 and 2-digit numbers
- Estimating
- Problem solving
- Create algorithms to investigate numbers and explore simple patterns
- Fractions and multiples of fractions

ALGEBRA

- Multiplication: 3x; 4x; 5x; 10x tables
- Inverse calculations
- Mental strategies: extending known facts to larger numbers
- Find unknown values in addition and subtraction problems

MEASUREMENT

- Use metric units for measurement: length, mass, capacity
- Angles of turn, including right angles.
- Estimating time
- Time to the minute: analogue and digital clocks
- Represent money values in different ways

SPACE

- Create 2D representations and models
- 3D shapes: faces/surfaces; edges; vertices

STATISTICS

- Guided statistical investigations
- Data collection and organisation
- Interpreting and comparing data

PROBABILITY

- Describe outcomes and likelihood of everyday events explaining reasoning
- Conduct chance experiments and discuss variations

WHAT CONTENT ARE STUDENTS LIKELY TO INTERACT WITH AT EACH YEAR LEVEL?

YEAR 4

NUMBER	ALGEBRA	MEASUREMENT
• Place value - tenths and hundredths • Odd and even numbers • Fractions: equivalent fractions; decimal notation; proper and improper fractions • Place value when multiplying or dividing by 10 • Strategy development for problem solving in addition, subtraction, multiplication and division (where this is no remainder) • Solving financial and practical problems, using rounding and estimation • Follow and create algorithms and identify emerging patterns	• Find unknown values in equations involving addition and subtraction, using the properties of numbers and operations • Multiplication facts: up to 10x tables; and related division facts (mental computation)	• Interpreting unmarked and partial units when measuring and comparing length, mass, capacity, duration and temperature, using scaled and digital instruments • Perimeter and area using formal and informal units • Converting units of time, using am and pm • Comparing angles to a right angle, including acute, obtuse, straight angle, reflex and revolution

SPACE	STATISTICS	PROBABILITY
• Composite shapes and objects • Grid reference systems to locate and describe positions and pathways • Line and rotational symmetry • Symmetrical patterns	• Many-to-one data displays • Analyse effectiveness of displays for representing data • Use surveys and digital tools to generate data in statistical • Investigations and communicate findings	• Order events or outcomes of chance experiments based on likelihood of occurring • Conduct repeated chance experiments, observe relationships between outcomes and describe variation in results

WHAT CONTENT ARE STUDENTS LIKELY TO INTERACT WITH AT EACH YEAR LEVEL?

YEAR 5

NUMBER

- Write and order decimals, up to 2 decimal places, including numbers greater than 1
- Factors and multiples
- Fractions: compare and order; add and subtract (common denominator); mixed numerals
- Percentage: fraction and decimal equivalents
- Multiplication by 1 and 2-digit numbers
- Division by 1-digit numbers, including remainders
- Estimation in problem solving (for reasonableness)
- Solve financial and other practical problems
- Problem solving using multiplication and division
- Use algorithms to identify and explain pattens in factors and multiples of numbers

ALGEBRA

- Inverse operations of multiplication and division
- Find unknown values in numerical equations involving multiplication and division

MEASUREMENT

- Length
- Mass
- Capacity
- Perimeter
- Area
- 12- and 24-hour time
- Angles in degrees, using a protractor

SPACE

- Grid coordinates to locate and describe positions and movement
- Objects and their nets
- Transformations
- Reflections
- Rotations
- Symmetries

STATISTICS

- Ordinal and nominal data
- Software/ digital tools for data
- Statistical investigations
- Data distributions: mode and shape
- Line graphs

PROBABILITY

- Repeated chance experiments
- Outcomes; likelihood; frequency comparisons

WHAT CONTENT ARE STUDENTS LIKELY TO INTERACT WITH AT EACH YEAR LEVEL?

	NUMBER	ALGEBRA	MEASUREMENT
YEAR 6	• Integers • Coordinates on the Cartesian plane • Prime, composite and square numbers • Fractions: order common fractions; add and subtract fractions; equivalent fractions; solve problems • All 4 operations with decimals, including powers of 10 • Solve problems involving finding a fraction, decimal or percentage of a quantity • Use estimations and rounding for approximate solutions • Mathematical modelling to solve financial and other practical problems and justifying choices	• Create and use algorithms to generate sets of numbers, using a rule • Find unknown values in numerical equations involving combinations of arithmetic operations, including brackets • Identify and explain rules to create growing patterns	• Decimal representation of metric measurements • Timetables and itineraries • Convert between units of common metric units: length, mass, capacity • Area of rectangle formula and problem solving • Determining angles by identifying relationships on a straight line, angles at a point and vertically opposite angles; communicate reasoning
	SPACE	**STATISTICS**	**PROBABILITY**
	• Compare parallel cross-section of objects and recognize their relationships to right prisms • Locate points in the 4 quadrants of the Cartesian plane • Describe changes to coordinates when a point is moved to a different position in the plane • Transformations • Tessellating patterns	• Interpret and compare data sets for ordinal and nominal categorical, discrete and continuous numerical variables • Compare distributions using mode, range and shape • Identify statistically informed arguments; critique methods, data representations and conclusions • Statistical investigations, using digital tools	• Assign probabilities using common fractions, decimals and percentages • Conduct repeated chance experiments and simulations using digital tools • Generate and record outcomes of trials in a chance experiment • Compare observed frequencies to expected frequencies in chance experiments

Science

Science encourages students to develop understanding of the natural world through observation, research and experimental investigations. Our curriculum covers Biology, Chemistry, Physics, and Earth and Space Sciences throughout the Primary years.

Students learn to think and act like scientists as they ask questions, predict outcomes, conduct investigations, and analyse findings. They develop scientific literacy that helps them make sense of the world and appreciate the impact of science on society. Through hands-on experiments and critical thinking, students build skills that prepare them to engage thoughtfully with scientific and technological developments.

WHAT SCIENCE TOPICS AND SKILLS ARE STUDENTS LIKELY TO LEARN ABOUT?

	BIOLOGICAL SCIENCES	CHEMICAL SCIENCES	EARTH & SPACE SCIENCES	PHYSICAL SCIENCES
PREP	Group plants and animals based on external features.	Describe the observable properties of materials that make up objects.		Identify factors that influence the movement of objects.
YEAR 1	Identify how living things meet their needs in the places they live.		Identify daily and seasonal changes and describe ways these changes affect their everyday life.	Describe how different pushes and pulls change the motion and shape of objects.

WHAT SCIENCE TOPICS AND SKILLS ARE STUDENTS LIKELY TO LEARN ABOUT?				
	BIOLOGICAL SCIENCES	**CHEMICAL SCIENCES**	**EARTH & SPACE SCIENCES**	**PHYSICAL SCIENCES**
YEAR 2		Identify ways to change materials without changing their material composition.	Identify celestial objects and describe patterns they observe in the sky.	Demonstrate how different sounds can be produced and describe the effect of sound energy on objects.
YEAR 3	Classify and compare living and non-living things and different life cycles.	Classify solids and liquids based on observable properties and describe how to cause a change of state.	Describe the observable properties of soils, rocks and minerals and describe their importance as resources.	Identify sources of heat energy and examples of heat transfer and explain changes in the temperature of objects.
YEAR 4	Identify the roles of organisms in a habitat and construct food chains.	Relate the uses of materials to their properties.	Identify key processes in the water cycle and describe how water cycles through the environment.	Identify forces acting on objects and describe their effect.
YEAR 5	Explain how the form and behaviour of living things enables survival.	Relate the particulate arrangement of solids, liquids and gases to their observable properties.	Describe key processes that change Earth's surface.	Identify sources of light and model the transfer of light to explain observed phenomena.
YEAR 6	Explain how changes in physical conditions affect living things.	Classify and compare reversible and irreversible changes to substances.	Model the relationship between the sun and planets of the solar system and explain how the relative positions of Earth and the sun relate to observed phenomena on Earth.	Identify the role of circuit components in the transfer and transformation of electrical energy.

Technologies

The Technologies curriculum encompasses both Digital and Design Technologies. Students develop knowledge, understanding and skills to work individually and collaboratively to create solutions to real-world problems.

They learn to investigate, design, plan, manage and evaluate ideas while being creative and adaptable with both traditional and emerging technologies. Students explore how technologies have evolved and consider ethical, social and environmental impacts to make responsible decisions. This practical, future-focused approach builds confidence in selecting appropriate tools, materials, data and systems to solve problems in our rapidly changing world.

The Arts

The Arts curriculum encompasses five essential strands—Dance, Drama, Media, Music, and Visual Art—all taught by specialist teachers from Prep to Year 6. Through the Arts, students share stories, ideas, and understanding while engaging their senses in ways that help them imagine, celebrate, communicate and challenge.

What are students likely to learn about?

DANCE

In Dance, students use the body to communicate and express meaning through purposeful movement. They experience and explore dance created across diverse contexts and styles, building understanding of how movement can communicate ideas and meaning. Dance practice integrates choreography, performance, and responding to various dance forms.

DRAMA

Drama allows students to create, perform and respond as both artists and audiences. They learn to use and manage the elements and conventions of drama across different forms and styles. Through dramatic action, students explore storytelling, role-play, and character development while building confidence and communication skills.

MEDIA ARTS

In Media Arts, students use images, sound, text, interactive elements and technologies to creatively explore and produce stories. They investigate diverse cultural, social and organisational influences on media practices, developing critical literacy skills that help them interpret and create thoughtful media works.

MUSIC

Music engages students in listening to, composing and performing music from a range of styles, cultures, traditions and contexts. They create, organise and share sounds in time and space while developing analytical skills. Music practices focus on building knowledge through sustained musical engagement and experiences.

VISUAL ARTS

In Visual Arts, students experience the fields of art, craft and design through hands-on creation and appreciation. They explore artworks created by artists in diverse contexts and styles, building understanding of visual arts' significance in local and global communities. Students develop technical skills while expressing their own ideas and perspectives.

Through these interconnected disciplines, students develop creative thinking, cultural understanding, and expressive capabilities that enrich their learning across all curriculum areas.

ACARA Curriculum Overviews for Parents

The Australian Curriculum, Assessment and Reporting Authority (ACARA) provides clear guidelines as to what is to be covered in each year level through the Australian Curriculum documents. The following parent information produced by ACARA gives a clear overview of curriculum content in the Primary School.

PREP

Information for parents

THE AUSTRALIAN CURRICULUM – FOUNDATION YEAR

THE AUSTRALIAN CURRICULUM

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- successful learners
- confident and creative individuals
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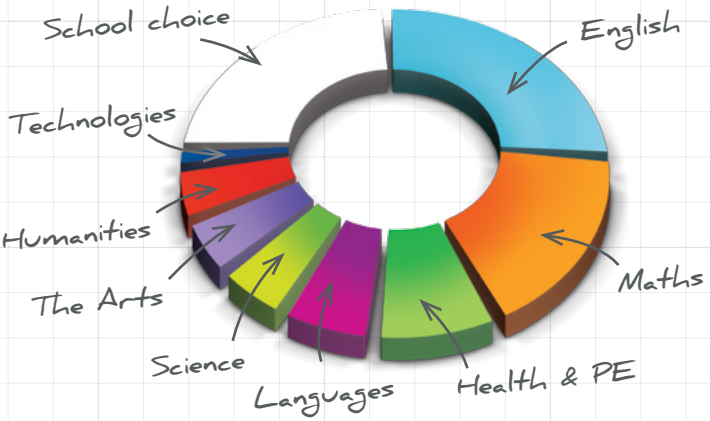
THE FIRST YEAR OF SCHOOL

In their first year of school, students learn through teaching interactions with others, experimentation, practice and play in the classroom and school community. Priority is given to literacy and numeracy development as these are the foundations upon which further learning is built. Opportunities to develop literacy and numeracy are found in all subjects but particularly in English and Mathematics. Learning in a classroom and belonging to a school community are key to the first year at school.

Each state and territory has a different name for the first formal year of schooling such as 'Reception', 'Kindergarten' 'Pre-Primary' or 'Prep'.

Foundation Year Learning Areas



English

In the first year of school, students view, listen to and enjoy texts that entertain and inform, such as picture books or, rhymes. They begin to learn to read and create texts.

Typically, students will:

- communicate with others in familiar situations
- read stories with one or more sentences, pictures and familiar vocabulary
- recognise rhyming words, syllables and sounds
- recognise letters and the most common sounds the letters make
- listen to, read and view picture books, stories, poetry, information books, films and performances
- write some words
- recognise some words and develop skills in 'sounding out' words
- create their own texts such as giving information orally or in writing; presenting a narrative, which may include pictures.

Creates a text that includes a picture

Connects events with days of the week.

Number, order, sequence, pattern, position

Mathematics

In the first year of school, students develop a sense of number, order, sequence, pattern and position in relation to familiar settings.

Typically, students will:

- connect numbers, their names and quantities up to 20
- count numbers in sequences up to 20, continue patterns and compare lengths of objects
- use materials to model problems, sort objects and discuss answers
- group and sort shapes and objects
- connect events with days of the week
- develop an understanding of location words, such as *above, outside, left.*

Health and Physical Education

Students learn through active play, and practise fundamental movement skills. They learn about how their body is growing and changing, about their strengths, how to be healthy, safe and active, and about respectful relationships with others.

Typically students will:

- use their strengths to help others
- name trusted people in their community, who can help them stay safe and healthy
- describe emotions of people who are happy, sad, excited, tired, angry, scared or confused
- group foods into 'eat always' and 'eat sometimes'
- move in different speeds and directions, be aware of others and follow rules
- play games from different cultures
- move in time with a partner when music is played.

Humanities and Social Sciences

By experimenting, practising and playing in familiar situations, students use their natural curiosity to make sense of their world, and to develop history and geography knowledge and skills about people and places.

Typically, students will:

- explore their personal world, including personal and family histories
- investigate places they and their families live in and belong to
- find out about other places through stories told in books, or by family members and other people, and how people feel about places
- explore why places are special and how students and other people can care for places.

Identifies a place that is special to them.

Science

Through exploration and observation, students learn how science works. They explore their world to find answers to questions.

Typically, students will:

- explore the needs of living things
- investigate the properties of everyday materials
- explore changes in our world, for example, the weather
- explore how things move.

The Arts

Students share their experiences and understanding of themselves through exploring the arts and artworks.

Typically, students will:

- in Dance, watch others dance and respect those around them when they are dancing
- in Drama, use role play to act out familiar events or stories
- in Media Arts, use a camera to record images for others to view
- in Music, explore sounds when listening, singing and making music
- in Visual Arts, respond to and create a variety of artworks by drawing and painting.

Creates artworks by drawing and painting

Technologies

Through exploration, design and problem-solving, students learn how technologies work.

Typically, students will:

in Design and Technologies

- design and create solutions to challenges through guided play and by safely using materials and equipment

in Digital Technologies

- work safely online, represent data as pictures, symbols and diagrams, and sequence steps to solve simple problems.

Uses a tablet to sequence steps

Languages

Students may have an opportunity to learn a language other than English.

Typically, when learning the language, students will:

- imitate sounds, rhythms and patterns of a language
- use simple words and phrases, and non-verbal communication strategies in familiar situations
- read and write simple words with visual support.

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Years 1-2

Information for parents

THE AUSTRALIAN CURRICULUM – YEARS 1 AND 2

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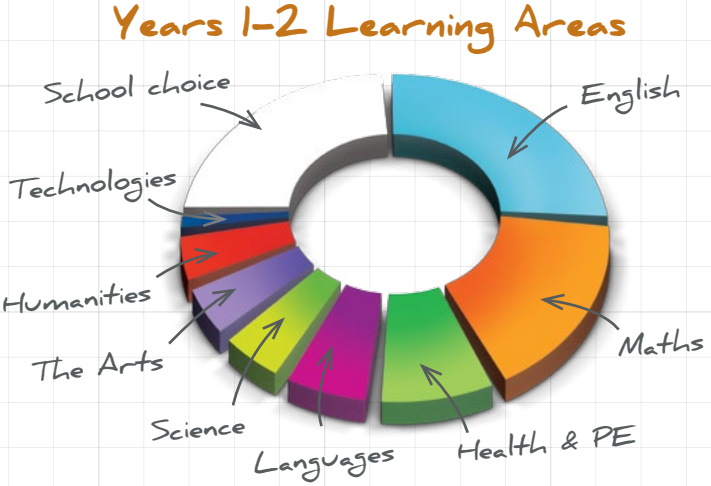
YEARS 1 AND 2

Priority is given to the important areas of literacy and numeracy development.

English and Mathematics are the core subjects for this, however, literacy and numeracy are found in all subjects.

By the end of Year 2, students have a much stronger understanding of themselves and have begun to connect with the wider community.



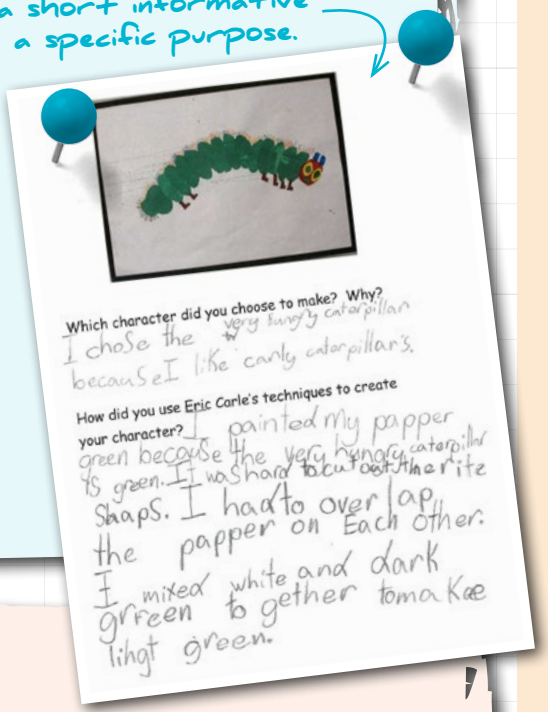
English

The English curriculum for Years 1 and 2 places a strong focus on the development of literacy. Students listen to and enjoy texts that entertain, inform and persuade, such as picture books, non-fiction and film. Students grow into more independent readers, learn to create a range of different texts and become more confident when they communicate.

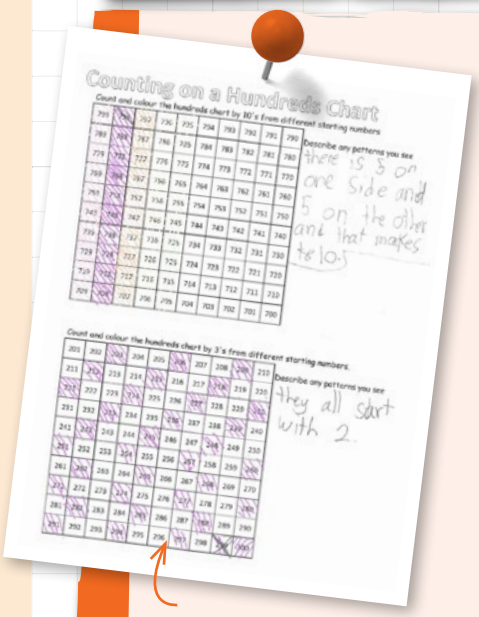
Typically, students will:

- listen to, read, view and talk about simple information books, stories, films and some online texts
- independently read books and discuss what they have read or viewed with other students, teachers or family members
- sound out or recognise words
- use simple punctuation, such as capital letters and full stops
- write about their experiences, tell a story or talk about topics they have covered in the class
- spell a number of common words correctly and write in sentences
- add pictures to what they write
- produce their texts using computers or other devices
- listen and give talks to the class about a topic they are interested in
- develop readable handwriting.

Creates a short informative text for a specific purpose.



Mathematics



Demonstrates counting patterns

Mathematics in Years 1 and 2 places a strong focus on the development of numeracy. Students are introduced to mathematical symbols and language to communicate and explain mathematical ideas; they pose basic mathematical questions and develop simple strategies to investigate and solve simple problems.

Typically, students will:

- describe number sequences and locate numbers on a number line
- represent simple fractions using pictures
- learn about Australian money
- describe and draw shapes and objects, and use units to measure length
- learn to tell the time from an analogue clock, and use a calendar to determine the date
- describe the outcome of a chance event
- collect and investigate data collected from simple problems.

Health and Physical Education

Students start to learn more about themselves and explore their abilities. Through physical play with and without equipment, they learn skills like problem-solving and persistence, and become more confident and cooperative.

Typically, students will:

- practise what to do and how to get help when they feel uncomfortable or unsafe
- talk about similarities and differences in families
- talk about actions that make the classroom a healthy, safe and active place
- recognise and practise various emotional responses
- learn simple movement skills and understand how their body reacts to physical activity
- learn to take turns, share equipment and include others in games and activities.

Humanities and Social Sciences

In Years 1 and 2, experimentation, practice and play in personal and familiar situations aim to harness students' curiosity about people, places and how things work, to make sense of their world and develop history and geography knowledge and skills.

Typically, students will:

- investigate family life now and in past generations, and how families are diverse
- investigate natural and human-made features of places, how the world is represented on maps, and students' connections to other parts of the world
- explore changes in their lives and their environment, such as change of seasons and how people celebrate
- explore how technology affects people's lives at home, work, play and in other ways, now and in the past.

Science

In Years 1 and 2, students learn to investigate by observing and exploring the world around them and by posing and answering questions. They learn to organise their observations, look for patterns and make predictions about their world.

Typically, students will:

- learn about living things and the environment; look for patterns that occur in life cycles of living things
- explore how they can change or combine everyday materials
- examine how light and sound are produced
- investigate simple systems, including water systems, in our environment and how these affect the way we use water.

The Arts

Through various art forms, students, independently or in groups, participate to express and reflect their growing understanding of the world. They begin to learn arts technical skills.

Typically, students will:

- in Dance, dance alone and with others, being aware of the space and people around them
- in Drama, engage in role play and act out plays based on stories from the community
- in Music, listen to and create music and discuss how it makes them feel
- in Media Arts, discuss media images of characters and settings in community stories
- in Visual Arts, explore a variety of materials to create and display their art works for others to view.

Technologies

Through exploration, design and problem-solving, students learn how digital and other technologies work and how to create solutions with technologies.

Typically, students will:

in Design and Technologies

- design and safely make a product, for example, create a musical instrument using recycled materials
- explore how food and clothing are produced and how food can be prepared for healthy eating

in Digital Technologies

- represent data as pictures, symbols and diagrams
- break down a problem into parts and sequence the steps in finding a solution, for example, controlling a toy with digital technologies.

Languages

Students may have an opportunity to learn a language other than English.

Typically, when learning the language, students will:

- use simple words and phrases to respond to instructions and participate in shared learning experiences
- with visual support, read simple phrases and sentences that have familiar vocabulary, and write some words and simple sentences.
- gain insights into other cultures and ways of relating to the world.

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Years 3-4

Information for parents

THE AUSTRALIAN CURRICULUM – YEARS 3 AND 4

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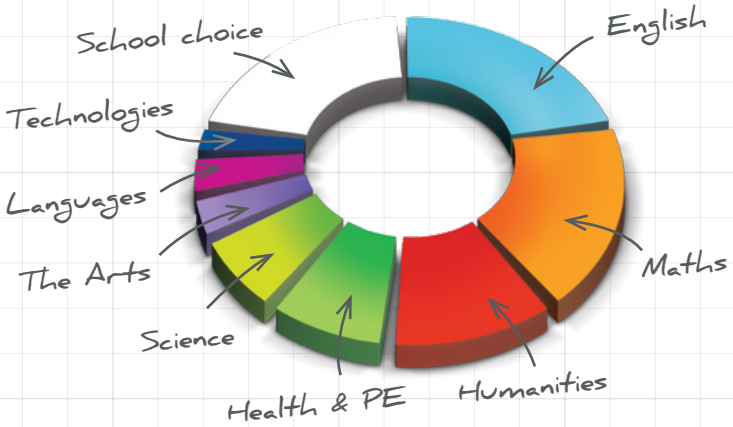
YEARS 3 AND 4

In Years 3 and 4, students become more independent; they communicate with others more effectively.

English and Mathematics continue to be a priority, and literacy and numeracy are developed across all learning areas.

The curriculum further builds the essential knowledge and skills in literacy, consolidating 'learning to read and write'.

Years 3–4 Learning Areas

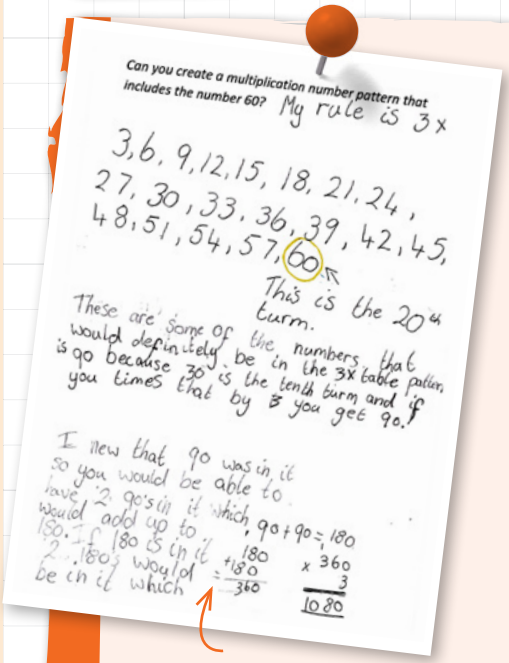


English

In Years 3 and 4, students read and write about familiar content that relates to other learning areas. Students read more difficult texts on their own, such as chapter books and non-fiction information and can write in different styles.

Typically, students will:

- read and understand a range of different types of texts that explore imaginative and informative topics
- recognise and write texts that persuade and explain
- write imaginative texts that include characters and events
- recognise that pictures or graphics can be important to add meaning
- recognise different kinds of language used in text, depending on the audience and purpose
- learn information or ideas from texts
- use mostly correct grammar, including simple and compound sentences
- use accurate spelling and punctuation, and edit their own writing
- plan and make presentations to the class
- engage in discussions to share ideas and information, communicating clearly with others.



Creates a multiplication number pattern and explains their thinking.

Mathematics

In Years 3 and 4, students further develop their understanding of number, patterns and relationships, measurement and geometry. Modelling fractions and decimals using concrete materials is a crucial focus at this stage.

Typically, students will:

- choose strategies to add, subtract, multiply and divide
- represent the value of money and make simple calculations
- recall multiplication facts
- represent fractions on a number line
- explore addition, subtraction and multiplication number patterns
- measure temperatures, lengths, shapes and objects
- solve problems involving time, and read maps
- create symmetrical shapes and classify angles
- construct graphs and list a likelihood of events.

Science

Students develop their understanding about how science relates to their lives. They pose and answer questions and investigate in a more systematic way, developing understanding of a fair test and variables.

Typically, students will:

- observe heat as a form of energy and investigate how it affects solids
- explore regular and predictable cycles through a study of day and night
- explore the action of forces
- realise that living things form parts of ecosystems
- understand that actions of humans can have an effect on their world.

Humanities and Social Sciences

Students draw on their growing experience of the community and beyond, and use observations and information sources to develop understandings about history, geography, civics and citizenship.

Typically, students will investigate:

- diverse people, cultures and environments in Australia and neighbouring countries; how different individuals and groups have contributed to their communities, past and present
- significant days in Australia's history, such as Australia Day, Anzac Day and Sorry Day
- early explorers and British colonisation of Australia
- diverse cultures of Aboriginal and Torres Strait Islander Peoples, and those who live and lived in the local area
- geographic characteristics of Africa, South America and Australia, and how natural resources are used and managed
- rules and laws, and how the local government makes decisions and serves their community
- groups they belong to, and how people contribute to the community and the environment through responsible actions.

Health and Physical Education

Students learn about changes they experience as they grow up, valuing difference in others. They develop more complicated movement skills.

Typically, students will:

- talk about challenge, risk, success and failure, and how these affect the way they see themselves
- keep themselves and others safe and healthy in and out of the classroom
- build positive relationships and become more aware of emotions
- understand their own family background, and value all people and cultures including their own
- play games in a range of outdoor places
- improve their skills in different activities
- use rules, scoring, tactics, fair play and teamwork.

The Arts

Students participate independently or in groups to express and reflect their growing understanding of the world through different art forms. They further develop their technical skills in The Arts and explore how others create art works.

Typically, students will:

- in Dance, create dances to tell a story
- in Drama, develop performances from stories or picture books
- in Media Arts, use technologies to change images, add words and record sounds
- in Music, sing and explore instruments to create music
- in Visual Arts, look at an artist's work and create their own, experimenting with materials, such as paint, crayons, markers and colour pencils.

Technologies

Students build on concepts, skills and processes developed in earlier years of Design and Technologies, and Digital Technologies.

Typically, students will:

in Design and Technologies

- draw, label and model ideas when designing and producing solutions such as creating a toy that moves
- plan steps to produce solutions and learn to manage their time

in Digital Technologies

- identify and learn how to follow safety rules when working online
- identify problems and solve them, for example, identifying stages of a game and decisions that a player must make to win
- create a range of digital solutions, such as coding simple interactive games.

Languages

Students may have an opportunity to learn a language other than English.

Typically, when learning the language, students will:

- participate in classroom routines, interactions and learning activities that involve listening, responding and initiating
- learn new words and use familiar vocabulary to make simple statements and ask simple questions
- communicate in familiar interactions and situations such as participating in performances and play
- explore the relationship between culture and ways of communicating.

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Years 5-6

Information for parents

THE AUSTRALIAN CURRICULUM – YEARS 5 AND 6

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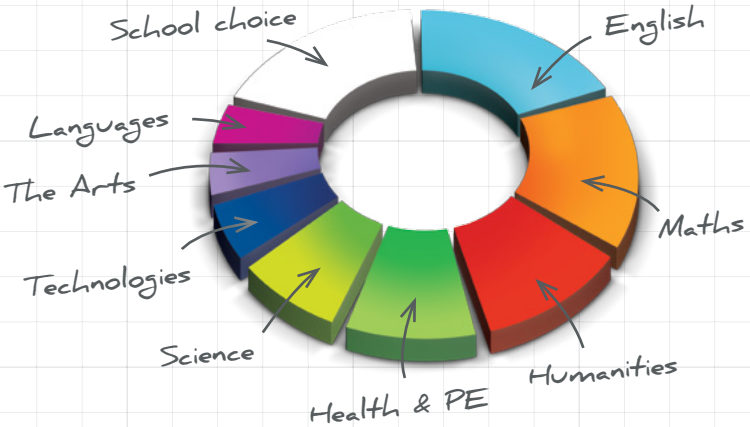
YEARS 5 AND 6

In Years 5 and 6, students develop an ability to take positive actions for their wellbeing; they relate to others and communicate well with others; they ask challenging questions and seek answers; they make informed decisions and act responsibly.

The development of information and communication technology skills increases across the curriculum at this level.

Years 5–6 Learning Areas



English

Students read and compare complex texts, for enjoyment and learning, and can express their thoughts and opinions about what they have read. They can write a wide variety of well-constructed texts such as reviews, reports and narratives. Students develop skills to communicate with others in most settings. They can transfer the literacy skills developed in English to other subjects.

Typically, students will:

- analyse and explain how authors organise their texts
- select vocabulary to represent ideas, characters and events
- compare and analyse information in different texts
- use evidence from a text to explain their response to it
- using electronic devices, create detailed texts about a range of topics, including topics they have been studying
- demonstrate understanding of grammar, including the ability to write complex sentences
- develop an expanding vocabulary
- use accurate spelling and punctuation
- use speaking strategies including questioning, clarifying and rephrasing to contribute to class discussions.

Mathematics

Students extend their knowledge of the key areas of mathematics, particularly of fractions and decimals. They increasingly use models, pictures and symbols to represent and communicate mathematical ideas.

Typically, students will:

- place positive and negative numbers on a number line
- add and subtract fractions and decimals
- compare and interpret statistical graphs
- convert between 12- and 24-hour time and interpret timetables
- continue and create sequences, involving whole numbers, fractions and decimals, and describe rules
- measure length, area, volume, capacity and mass, and calculate perimeter and area of rectangles
- list outcomes of chance experiments
- apply fractions, decimals, percentages, angles and measurements to solve problems
- explain mental strategies for calculations
- pose appropriate questions for statistical investigations.

Health and Physical Education

Students become even more connected with their peers and the world around them. They learn what influences them, how relationships change over time and how to promote health. They develop more complex movement skills.

Typically, students will:

- learn skills for coping with puberty
- learn skills to establish and manage respectful relationships, including dealing with friendships
- understand how media and important people in their lives influence them
- experience and learn about roles and responsibilities in teams
- develop their ability to participate in outdoor activities and learn how this can support wellbeing
- learn how to find out places they can get reliable information or help about health, safety and wellbeing
- develop more specialised skills for games, sports and other physical activities, and play games from their own and other cultures.

Humanities and Social Sciences

Students draw on their growing experience of the wider world and use concrete information sources to learn about history, geography, civics and citizenship, and economics and business.

Typically, students will:

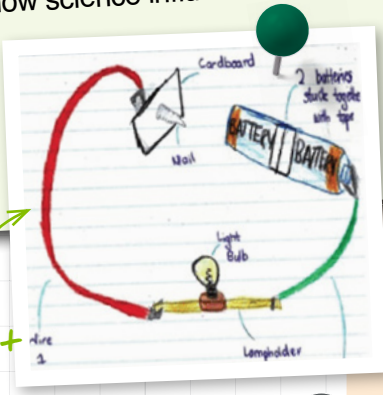
- investigate Australia's development from colony to nation, migration and settlement patterns, and contributions of people and groups
- explore geographic characteristics of Europe, North America and Asia, and the world's cultural diversity
- learn about struggles for citizenship and human rights in different groups, in Australia's past and present
- explore people's use of natural resources to satisfy needs and wants, and how consumer choices affect other people and the environment
- learn about Australia's democratic values, laws, government and elections
- investigate people's participation in the community to achieve civic goals.

Science

Students learn how to look for patterns and relationships. They recognise the important role of variables in investigations. They develop explanations based on evidence.

Typically, students will:

- investigate adaptations in living things and their interactions with the environment
- add gases to their study of materials and investigate chemical changes
- investigate the solar system and the behaviour of light
- investigate volcanoes and earthquakes
- deepen their understanding of historical and cultural contributions to science
- understand how science influences community decisions.



Communicates ideas using labelled graphic representations and text

The Arts

Students explore the way the world is represented by artists as well as continue to develop their own understandings and experiences. They further develop their technical skills and explore how others create artworks.

Typically, students will:

- in Dance, dance using balance and coordination, by following a set of steps
- in Drama, rehearse and perform a variety of plays, using expression to engage an audience
- in Media Arts, explore, plan and produce media artworks such as advertisements
- in Music, rehearse, sing and perform music with rhythm and pitch
- in Visual Arts, explore why artists create artworks and whom the artworks are created for.

Technologies

Students use design processes to produce solutions. They further develop their knowledge and understanding of digital systems and data; they improve their computational thinking.

Typically, students will:

in Design and Technologies

- use materials or technologies when designing, producing and evaluating solutions, for example, a plan for a new kitchen garden
- represent ideas and solutions in a variety of ways, such as sketches and models
- develop plans to complete tasks

in Digital Technologies

- use simple coding to develop and evaluate digital solutions, such as games or quizzes
- act to ensure their personal safety when engaging online
- collect, interpret and manage a range of data, using digital systems.

Languages

Students may have an opportunity to learn a language other than English.

Typically, when learning a language, students will:

- use the language to communicate more accurately and fluently to exchange information, express ideas and feelings
- use vocabulary and grammatical resources to compose and comprehend various types of texts
- use a range of cues and strategies to assist their comprehension
- reflect on the relationship between language, culture and identity.

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