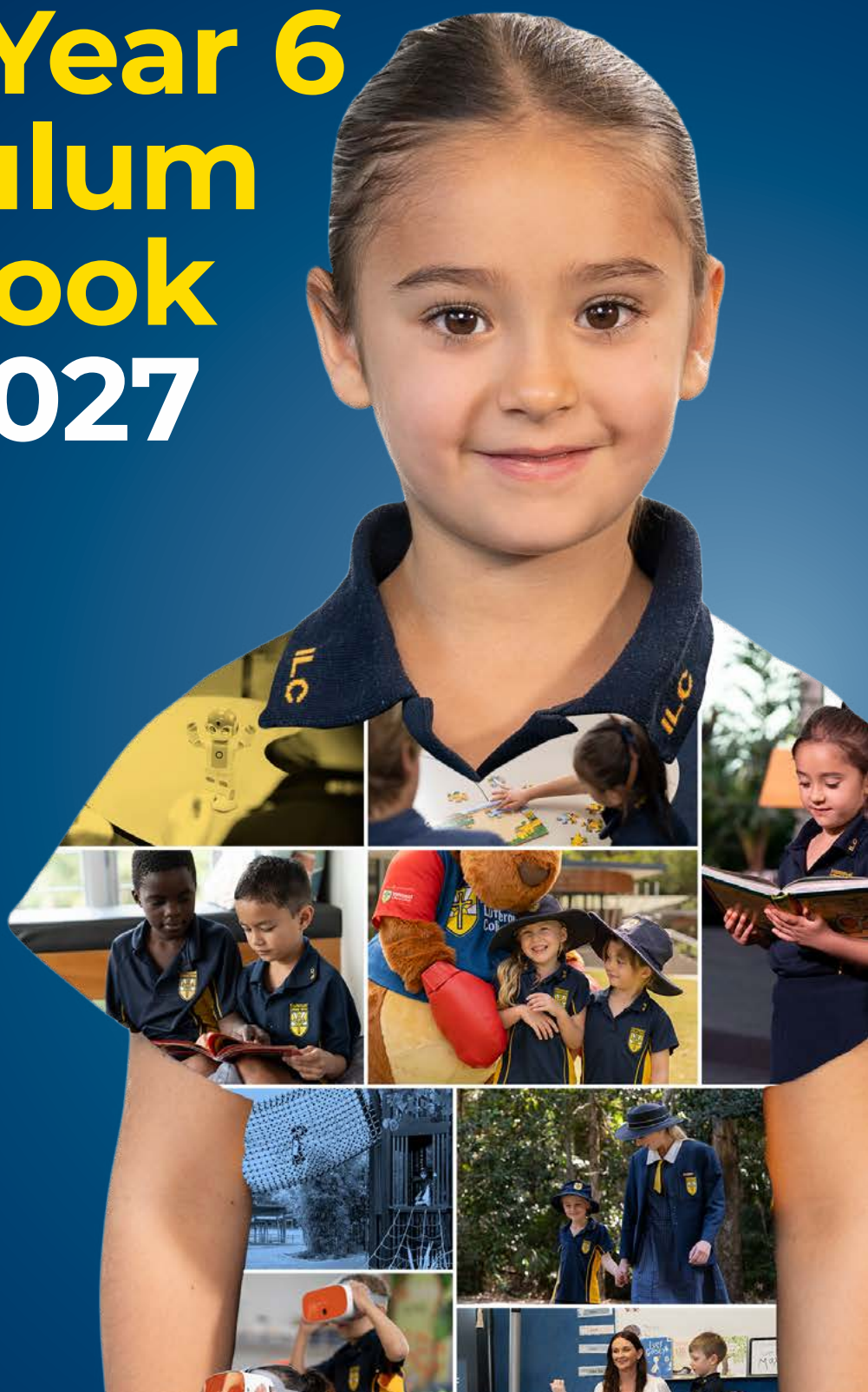




Immanuel
Lutheran
College

Prep - Year 6 Curriculum Handbook 2026/2027





Primary School Contacts

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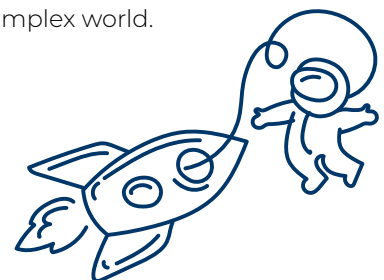


Learning Focus

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 overseen by our P-12 Learning Enhancement Coordinator and our Student Development Group (SDG).

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.



Homework Expectations

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 expectations are as per below.

Optional Activities: Families are welcome to use **Reading Eggs** and **Maths Seeds** 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 level/books going home. High-Frequency: Students should revise their high-frequency words to build fluency and confidence in reading and writing.
YEAR 1	Daily Reading: 10 minutes each night. This may include reading with a parent, carer, or independently, depending on the child's reading level. High-Frequency Words: Students should revise their high-frequency 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 level. Spelling practise: Students practise high-frequency words.

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: Automatic recall of the 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 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. Maths: Automatic recall of the times tables. Maths Online Tasks: This is the only digital homework required of Year 4 students, and it will be used to review times tables and math concepts introduced in class.
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. Maths: Automatic recall of the times tables. Maths online Tasks: This is the only area where teachers may ask students to engage with technology for the purpose of homework on a regular basis. Maths Online is a platform that is used to review times tables and reinforce math concepts introduced in class. Some project work may be required in some subjects e.g. Christian Studies, Science, that might require the use of the iPad at home. Teachers will communicate to families via the Weekly Postcard if this is required.
YEAR 6	Daily Reading: 20 minutes minimum. 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. Maths: Automatic recall of the times tables. Maths Online Tasks: This is the only area where teachers may ask students to engage with technology for the purpose of homework on a regular basis. Maths Online is a platform that is used to review times tables and reinforce math concepts introduced in class. 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. Teachers will communicate to families via the Weekly Postcard if this is required.

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. The Deputy Head of Primary School is available to discuss support and extension needs of all students, following conversations with the classroom teachers. 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 who require additional support to access the curriculum and their learning.

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 targeted Literacy Support is also available for some students from 8-8.25am, Monday to Friday. This option can be discussed with 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. Detailed timetables are available for each class via SEQTA Engage. The timetable below shows you how our days are structured.

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
ENGLISH	InitialLit							
	SHARP Reading							
	Guided Reading							
	Decodable Readers							
	Talk for Reading							
	Spelling Mastery							
	SpellEx							
	Talk for Writing							
	Explicit Handwriting							
	Keyboarding							
MATHS	Ochre Maths Daily Reviews							
	EMP – Explicit Maths Program							
	Maths Online							



Health and Physical Education

Health and Physical Education (HPE) 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. Physical Education is taught by a teacher who is a specialist in this area. Health is taught within

the classroom, but both combine to make the Key Learning Area of HPE.

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
- **Gymnastics** - Rolls, Static Poses, Transitions, Routines

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

- | | |
|--|--|
| <ul style="list-style-type: none">• Colours• Meeting and Greeting• Fun with Numbers• Shapes• What's for Breakfast• Going Shopping | <ul style="list-style-type: none">• Weather• Getting to know me• Family Fun• Alphabet Skills• Animal Stories• Hobbies and Interests |
|--|--|



Mathematics

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 in the lower primary area are taught Mathematics using an explicit instruction program, based on evidence. The program builds content at the year level expectations, while also exposing students to above level content.

This both extends students who required the extra challenge, while also giving all learners

the opportunity to build knowledge and lighten the cognitive load for future learning.

Students in the upper primary build on this solid foundation, extending their knowledge through daily practice and recollection of key mathematical concepts. They further develop their number sense, problem-solving skills and mathematical reasoning through everyday practice.

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: $\frac{1}{2}$; $\frac{1}{4}$; $\frac{1}{8}$ - 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?

	NUMBER	ALGEBRA	MEASUREMENT
YEAR 3	- Numbers and Place Value to 10000 - Fractions: $\frac{1}{2}$; $\frac{1}{3}$; $\frac{1}{4}$; $\frac{1}{5}$; $\frac{1}{10}$ - 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	- Multiplication: 3x; 4x; 5x; 10x tables - Inverse calculations - Mental strategies: extending known facts to larger numbers - Find unknown values in addition and subtraction problems	- 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	STATISTICS	PROBABILITY
	- Create 2D representations and models 3D shapes: faces/surfaces; edges; vertices	- Guided statistical investigations - Data collection and organisation - Interpreting and comparing data	- 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?

	NUMBER	ALGEBRA	MEASUREMENT
YEAR 4	- 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?

	NUMBER	ALGEBRA	MEASUREMENT
YEAR 5	• 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 patterns in factors and multiples of numbers	• Inverse operations of multiplication and division • Find unknown values in numerical equations involving multiplication and division	• Length • Mass • Capacity • Perimeter • Area • 12- and 24-hour time • Angles in degrees, using a protractor
	SPACE	STATISTICS	PROBABILITY
	• Grid coordinates to locate and describe positions and movement • Objects and their nets • Transformations • Reflections • Rotations • Symmetries	• Ordinal and nominal data • Software/ digital tools for data • Statistical investigations • Data distributions: mode and shape • Line graphs	• 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.



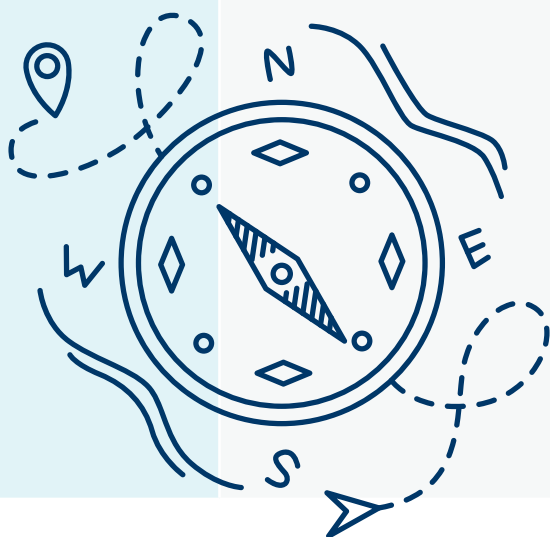
Outdoor Education Programs in the Primary School

Outdoor Education Programs in the Primary School

Outdoor education programs—including camps, excursions and incursions—expose primary-aged learners to valuable opportunities and learning beyond the classroom. These experiences bring learning to life while developing independence, confidence, resilience, teamwork and problem-solving skills. They also encourage learners to try new things, build positive relationships and grow while creating meaningful, memorable experiences.



YEAR LEVEL	TYPES OF EXPERIENCES	DETAILS
PREP	Incursions	Our Prep learners enjoy visitors who extend their learning beyond the classroom. These might include some hands-on science experiences, a visiting author or a special show.
YEARS 1-2	Incursions and an Excursion	Years 1 and 2 also have visitors onsite, but they also take their first bus trips together to explore aspects of our local area. These trips align with aspects of their curriculum learning, but puts their learning into a real-life scenario.
YEARS 3-6	Incursions and Camps	In addition to incursions from authors, experts in technology and other exciting incursions, learners from Years 3 to 6 start to engage in our overnight camps program. Year 3 have a one-night camp just up the road at Luther Heights, Coolumb. This is a time of confidence building for each learner, as for many, it's their first night away from home. This is an awesome experience, close to home, that is an essential building block into our future years. Year 4 have a two-night camp close by on the Sunshine Coast. Throughout this camp students are invited to engage in some adventures that push them out of their comfort zones e.g. raft-building, catapult making, rock climbing, etc. It's a strong bonding experience for students as they stay in cabins and learn to manage their time away from their parents. Year 5 learners visit our Mt Binga Campus for a 3-night farm-stay experience. They contribute to the daily chores on the farm which includes collecting eggs, feeding the animals and milking the cows. During the day they experience some adventurous activities, such as horse riding, orienteering or archery and we all enjoy a big bonfire on our last night together. Year 6 camp is also a 3-night camp. This camp is a real-life learning experience that springboards from the HASS curriculum in Australian Government. Some trips head to Canberra and some to Brisbane (which we call the 'Bris-Berra' experience!) Along with the learning, we also manage to squeeze in many fun experiences like Questacon, Science Centre, Institute of Sport or Outback Spectacular!





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A co-educational school owned and operated by THE LUTHERAN CHURCH OF AUSTRALIA QUEENSLAND DISTRICT trading as Immanuel Lutheran College

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