



Year 5 Curriculum Handbook 2025

Term 1	
Religion	<p>Jesus - Call to Discipleship Students will learn about Jesus as a role model for others and his call to discipleship.</p> <p>Lent and Easter Students will learn about Lent and Easter as an important part of our Catholic faith journey.</p>
English	<p>Oral Language and Communication Students will initiate and contribute to sustained discussions, through questioning, building on and evaluating shared information. They will respond to questions with elaboration and detail. Students will apply interactive listening strategies by responding to the speaker.</p> <p>Spelling Students will be explicitly taught and provided with opportunities to apply a variety of phonological knowledges, prefixes, suffixes, etymology, homophones and Tier 2 words.</p> <p><i>Phonology:</i></p> <ul style="list-style-type: none"> • ee, ea, ie (long e) • ou (short u) • silent final 'e' • g saying /j/ • c saying /s/ (Gentle Cindy) • Silent 'h' • cial saying /sh'l/ • tion saying 'sh'n/ • ti, si, ci saying /sh/ <p><i>Prefixes:</i></p> <ul style="list-style-type: none"> • fore-/for- • extra- <p><i>Suffixes:</i></p> <ul style="list-style-type: none"> • -ence/-ance • -ous/-eous/-ious <p><i>Etymology:</i></p> <ul style="list-style-type: none"> • stru/struct • spect • voc/voke • trac/tract • vid/vis • mob/mote/mov <p><i>Homophones:</i></p> <ul style="list-style-type: none"> • two, too, to • fort, fought • there, their, they're • quiet, quite • weather, whether

	<ul style="list-style-type: none"> • where, we're, ware, wear • martial, marshal • write, wright, right, rite <p>Creating Written Texts / Vocabulary / Digital Transcription The unit focuses on writing to entertain which is a study of Imaginative Texts in the form of a narrative.</p> <p>Through the study of the text '<i>Stolen Girl</i>' by Trina Saffioti and Norma MacDonald, students will learn to plan, create and revise their own imaginative text (narrative) considering the purpose and audience.</p> <p>When writing, students will apply appropriate imaginative text features, grammar, punctuation and language. They will experiment with characterisation, event development and figurative language to express ideas. Students will present their final written piece as a digital book using <i>Book Creator</i>.</p> <p>Understanding and Responding to Literature As part of the study on '<i>Stolen Girl</i>' by Trina Saffioti and Norma MacDonald, students will identify the ways different elements of a text contribute to character development. They will analyse how the visual and written features of a narrative text reflect perspective and context.</p> <p>Reading Comprehension As part of Modelled, Shared and Guided Reading, students will study the comprehension strategies of:</p> <ul style="list-style-type: none"> • Finding main idea • Making predictions • Drawing conclusions and making inferences <p>During Independent Reading, students will continue to develop their reading fluency and comprehension by choosing texts that they can read for enjoyment.</p>
Mathematics	<p>Number and Algebra <i>Place Value, Addition & Subtraction</i> Students will learn to:</p> <ul style="list-style-type: none"> • Recognise, represent and order numbers in the millions • Apply place value to partition, regroup and rename numbers to 1 billion • Apply efficient mental and written strategies to solve • Use estimation and place value understanding to determine the reasonableness of solutions <p>Measurement and Space <i>Angles and 2D Shapes</i></p>

	<p>Students will learn to:</p> <ul style="list-style-type: none"> • Estimate, measure and compare angles using degrees • Use a protractor to measure and identify types of angles • Investigate angles on a straight line and angles at a point • Classify two-dimensional shapes and describe their properties
HSIE (History)	<p>Australian Colonisation</p> <p>This unit provides a process of historical inquiry of colonial Australia in the 1800s. Students will describe and explain the significance of people, groups, places and events to the development of Australia. They will describe and explain the experiences of these different groups of people living in Australia over time during colonial times. Students will apply a variety of skills to research and communicate their findings on a chosen significant event from Australian history.</p>
Science	Science not taught in Term 1
PDHPE	<p>Personal Development/Health</p> <p><i>The Resilience Project</i></p> <p>Students will engage in weekly lessons which directly link to the PD/H syllabus outcomes. As part of these lessons, students will explore and practise the key principles of the project- Gratitude, Empathy, Mindfulness and Emotional Literacy, to establish and effectively manage relationships and enhance their own and others' health, safety and wellbeing. Students will plan and practise responses, skills and strategies that protect and promote healthy, safe and active lives.</p> <p><i>Protective Behaviours</i></p> <p>Students complete this unit in final 2-3 weeks of each term. Students learn strategies and avenues for keeping themselves safe. Students will identify:</p> <ul style="list-style-type: none"> • the two themes of 'Protective Behaviours' • protective behaviour strategies • early warning signs • people in my safety network
Creative Arts	<p>Visual Arts</p> <p>This unit links with the themes presented in the History unit '<i>Australian Colonisation</i>'. Students will be engaged in creating their own artworks while at the same time learning about the elements of a range of European and Indigenous Australian artists. Students will be involved in a learning process which allows them use different artistic concepts (eg colour, tone, light, scale, abstract), and explore how symbols may be used to create meaning within an artwork.</p> <p>Dance</p> <p>Students will perform a range of dances inspired by Just Dance videos. In small dance groups, students will create their own</p>

	Just Dance videos using the elements of dance, and will discuss and interpret their dances within these small dance groups.
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Term 2	
Religion	<p>Sacraments of Healing Students will learn about the Sacrament of Anointing of the Sick as an expression of Christian compassion and healing in response to suffering and illness.</p> <p>History - Monotheism Students will learn about the background and development of the three monotheistic religious traditions: Judaism, Christianity and Islam.</p>
English	<p>Oral Language and Communication Students will initiate and contribute to sustained discussions, through questioning, building on and evaluating shared information. They will respond to questions with elaboration and detail. Students will apply interactive listening strategies by responding to the speaker. They will deliver presentations experimenting with volume, pace and intonation.</p> <p>Spelling Students will be explicitly taught and provided with opportunities to apply a variety of phonological knowledges, prefixes, suffixes, etymology, homophones and Tier 2 words.</p> <p><i>Phonology:</i></p> <ul style="list-style-type: none"> • ‘our’ saying /er/ • r-controlled (ar, or, ir, er, ur) • ‘y’ as a vowel • ‘rh’ words • -le ending • ‘ea’ saying short e • long a (ei) • long ‘a’ saying its name • ‘qu’ followed by ‘a’ says its name • ‘i’ before ‘e’ except after ‘c’ • /oo/ family • ‘ui’ saying long u <p><i>Prefixes:</i></p> <ul style="list-style-type: none"> • post- • dis- / dif- / di- • de- <p><i>Suffixes:</i></p> <ul style="list-style-type: none"> • -ion (-tion, -ation, -ition, -sion) • -ity, -ty • -al / -ail <p><i>Etymology:</i></p> <ul style="list-style-type: none"> • vers / vert • bio • path

	<ul style="list-style-type: none"> • omni • fract <p><i>Homophones:</i></p> <ul style="list-style-type: none"> • pore, pour, paw, poor • aloud, allowed • past, passed • aisle, isle • course, coarse • seize, seas, sees • board, bored • sheer, shear • waste, waist • rein, reign, rain <p>Creating Written Texts / Vocabulary / Digital Transcription The unit focuses on writing to inform which is a study of Informative Texts in the form of an explanation.</p> <p>Students will investigate the appropriate text structure to inform target audiences. They will be provided with opportunities to explain and refine their ideas through logically sequenced paragraphs that include a topic sentence, relevant information and a concluding sentence. Within their paragraphs, students will use language designed to sequence, compare & contrast, and discuss cause & effect. They will present their researched and written piece as a digital poster on <i>Canva</i>.</p> <p>Understanding and Responding to Literature As part of our study on informative texts, students will explore how perspective and context are influenced by language choices within a variety of non-fiction texts.</p> <p>Reading Comprehension As part of Modelled, Shared and Guided Reading, students will study the comprehension strategies of:</p> <ul style="list-style-type: none"> • Recalling facts and details • Recognising cause and effect • Understanding sequence <p>During Independent Reading, students will continue to develop their reading fluency and comprehension by choosing texts that they can read for enjoyment.</p>
Mathematics	<p>Number and Algebra <i>Multiplication & Division, Decimals & Fractions</i> Students will learn to:</p>

	<ul style="list-style-type: none"> • Determine products and factors • Represent and describe number patterns formed by multiples • Use partitioning and place value to multiply 2-, 3-, and 4-digit numbers by one-digit numbers • Select and apply strategies to divide a number with 3 or more digits by one-digit divisor • Use equivalent number sentences involving multiplication and division to find unknown quantities • Recognise that the place value system can be extended beyond hundredths • Compare, order and represent decimals • Recognise the role of the number 1 as representing the whole • Compare and order common unit fractions • Locate and represent integers on a number line <p>Measurement and Space</p> <p><i>Length and Mass</i></p> <p>Students will learn to:</p> <ul style="list-style-type: none"> • Use metres and kilometres for length and distances • Measure lengths to find perimeters • Solve problems involving the comparison of lengths using appropriate units • Choose appropriate units of measurement for mass • Connect decimal representations to the metric system • Convert between common metric units of mass <p>Statistics and Probability</p> <p><i>Data</i></p> <p>Students will learn to:</p> <ul style="list-style-type: none"> • Collect categorical and discrete numerical data by observation or survey • Choose and use appropriate table and graphs • Describe and interpret different datasets in context
HSIE	History/Geography not taught this term
Science	<p>Adapting to Survive</p> <p>Students will study the unit '<i>Living World</i>' which focuses on the growth and survival of living things and how their adaptations over time suit their environment. Students investigate how and why food and fibre are produced in sustainable, managed environments that enable people to grow and be healthy. This unit further develops students' knowledge and understanding of the environmental and biological sciences.</p>
PDHPE	<p>Personal Development/Health</p> <p><i>The Resilience Project</i></p>

	<p>Students will engage in weekly lessons which directly link to the PD/H syllabus outcomes. As part of these lessons, students will explore and practise the key principles of the project- Gratitude, Empathy, Mindfulness and Emotional Literacy, to establish and effectively manage relationships and enhance their own and others' health, safety and wellbeing. Students will plan and practise responses, skills and strategies that protect and promote healthy, safe and active lives.</p> <p><i>Protective Behaviours</i></p> <p>Students complete this unit in final 2-3 weeks of each term. Students learn strategies and avenues for keeping themselves safe. Students will identify:</p> <ul style="list-style-type: none"> • the two themes of 'Protective Behaviours' • protective behaviour strategies • early warning signs • people in my safety network
Creative Arts	<p>Visual Arts</p> <p>This unit links with the themes presented in the Science unit <i>'Adapting to Survive'</i>. Students will explore the plants and animals that live in our Australian landscape. Through a variety of techniques and mediums, they will appreciate and create artworks depicting their knowledge and perspective of this subject matter.</p> <p>Drama - Readers Theatre</p> <p>Through the use of Reader Theatre scripts, students will explore the nature of story and how they can use the elements of drama to develop in-depth roles to convey dramatic meaning.</p>

Term 3	
Religion	<p>Values - Human Dignity Students will learn about and develop an understanding that all things made in the image and likeness of God must be valued and treated with dignity and respect.</p> <p>Hebrew Scriptures Students will gain an understanding of the Hebrew Scriptures as stories about God and his relationship with people and its relevance for Christians today.</p>
English	<p>Oral Language and Communication Students will initiate and contribute to sustained discussions. They will respond to questions with elaboration and detail. Students will apply interactive listening strategies by responding to the speaker. They will deliver presentations experimenting with volume, pace and intonation.</p> <p>Spelling Students will be explicitly taught and provided with opportunities to apply a variety of phonological knowledges, prefixes, suffixes, etymology, homophones and Tier 2 words.</p> <p><i>Phonology:</i></p> <ul style="list-style-type: none"> • oi/oy • 'ow' word family • '-el' ending • '-il' and '-ol' words • 'igh' words • ai/ay • floss rule • au/aw • ou/ow • 'ch' says /c/ • 'u' says its name in the middle of a word <p><i>Prefixes:</i></p> <ul style="list-style-type: none"> • milli- • ob- (o,oc, of, op) assimilated • inter- <p><i>Suffixes:</i></p> <ul style="list-style-type: none"> • -al / -ail • -il • -ure <p><i>Etymology:</i></p> <ul style="list-style-type: none"> • rupt • fin / finite • mand/mend • duc/duct • pon/pos/posit

	<ul style="list-style-type: none"> • tempor/chron <p><i>Homophones:</i></p> <ul style="list-style-type: none"> • lore, law • boy, buoy • discussed, disgust • palate, pallet • desert, dessert • vain, vein • your, you're, yore • bald, bawled • presence, presents • draught, draft <p>Creating Written Texts / Vocabulary / Digital Transcription The unit focuses on writing to persuade which is a study of Persuasive Texts in the form of a letter.</p> <p>Students will examine the appropriate text structures, features and language to persuade a target audience. They will create texts that present one or multiple viewpoints by grouping ideas to develop a statement of position, several paragraphs that include an objective argument with relevant supporting details, and structure an effective conclusion that summarises their point of view. Within their paragraphs, students will use language designed to emphasise and for persuasive effect. They will deliver their final written piece to the class, experimenting with volume, pace and intonation.</p> <p>Understanding and Responding to Literature As part of our study on persuasive texts, students will explore a variety of texts to understand how authority is achieved through the use of objective language versus subjective language. They will analyse and compare features within and between texts, that characterise a persuasive style.</p> <p>Reading Comprehension As part of Modelled, Shared and Guided Reading, students will study the comprehension strategies of:</p> <ul style="list-style-type: none"> • Comparing and contrasting • Distinguishing between fact and opinion • Summarising <p>During Independent Reading, students will continue to develop their reading fluency and comprehension by choosing texts that they can read for enjoyment.</p>
Mathematics	Number and Algebra

	<p><i>Addition & Subtraction of Fractions, Multiplication (related to Area)</i></p> <p>Students will learn to:</p> <ul style="list-style-type: none"> • Recognise the role of the number 1 as representing the whole • Compare and order common unit fractions • Recognise that a fraction can represent a division • Solve problems involving addition and subtraction of fractions with the same denominator • Use partitioning and place value to multiply 2-, 3- and 4-digit numbers by one-digit numbers • Select and apply strategies to divide a number with 3 or more digits by a one-digit divisor • Use estimation and rounding to check the reasonableness of answers to calculations • Use equivalent number sentences involving multiplication and division to find unknown quantities <p>Measurement and Space</p> <p><i>Area, Time, 3D Shape and Volume</i></p> <p>Students will learn to:</p> <ul style="list-style-type: none"> • Use hectares and square kilometres as units of measurement for area • Calculate the areas of rectangles using familiar metric units • Compare 12- and 24- hour time systems and convert between them • Solve problems involving duration, using 12- and 24-hour time • Connect decimal representations in the metric system • Recognise the multiplicative structure for finding volume • Find the volumes of rectangular prisms in cubic centimetres and cubic metres • Compare, describe and name prisms and pyramids • Connect three-dimensional objects with two-dimensional representations • Construct prisms and pyramids
HSIE	History/Geography not taught this term
Science	<p>Matter Matters!</p> <p>This unit focuses on students considering properties and how they are used to classify matter. They will explore the specific properties and behaviour of the three states of matter - solids, liquids and gases. Students will investigate the behaviour of matter and relate it to the properties of matter. They will plan and perform an experiment to compare the viscosity of liquids, considering and controlling variables to ensure the experiment is a fair test. Students will investigate the effect of heating and</p>

	cooling matter, using their practical observations of gases to make inferences for liquids and solids.
PDHPE	<p>Personal Development/Health</p> <p><i>The Resilience Project</i></p> <p>Students will engage in weekly lessons which directly link to the PD/H syllabus outcomes. As part of these lessons, students will explore and practise the key principles of the project - Gratitude, Empathy, Mindfulness and Emotional Literacy, to establish and effectively manage relationships and enhance their own and others' health, safety and wellbeing. Students will plan and practise responses, skills and strategies that protect and promote healthy, safe and active lives.</p> <p><i>Protective Behaviours</i></p> <p>Students complete this unit in final 2-3 weeks of each term. Students learn strategies and avenues for keeping themselves safe. Students will identify:</p> <ul style="list-style-type: none"> • the two themes of 'Protective Behaviours' • protective behaviour strategies • early warning signs • people in my safety network
Creative Arts	<p>Human Dignity (LOTUS)</p> <p>This unit links with the themes presented in the Religion unit related to human dignity and equality. Students will be engaged in creating their own artworks while at the same time learning about the experiences of people living within the country of Laos. Students will be involved in a learning process which allows them use different artistic concepts and explore how symbols may be used to create meaning within an artwork. They will create an artwork that is a representation of the importance of human dignity and quality for all people.</p> <p>Music: Rock n Roll Ukulele</p> <p>Students will learn to play the ukulele and will demonstrate an understanding of the concepts of music through their singing, playing and moving activities. Songs throughout the term will be inspired by rock n roll songs using the chords C major, F major and G major.</p>

Term 4	
Religion	<p>Prayer Students will learn about the meaning of prayer and its significance for Catholics.</p> <p>Advent and Christmas Students learn how Advent and Christmas are important parts of the Christian faith journey.</p>
English	<p>Oral Language and Communication Students will initiate and contribute to sustained discussions. They will respond to questions with elaboration and detail. Students will apply interactive listening strategies by responding to the speaker. They will deliver presentations experimenting with volume, pace and intonation.</p> <p>Spelling Students will be explicitly taught and provided with opportunities to apply a variety of phonological knowledges, prefixes, suffixes, etymology, homophones and Tier 2 words.</p> <p><i>Phonology:</i></p> <ul style="list-style-type: none"> • doubling rule • 'a' at the beginning saying short 'u' • 3 sounds of -ed • ew/ue • long 'i' • short 'i' • ought, aught saying /or/ • oa/ow <p><i>Prefixes:</i></p> <ul style="list-style-type: none"> • per- • pro- <p><i>Suffixes:</i></p> <ul style="list-style-type: none"> • -dom • -or / -ar <p><i>Etymology:</i></p> <ul style="list-style-type: none"> • spir/ spire • capt/ceit/ceive/cept • pend/pens • tain/ten/tin <p><i>Homophones:</i></p> <ul style="list-style-type: none"> • past, passed • edition, addition • flew, flu, flue • threw, through • coward, cowered • sort, sought

	<ul style="list-style-type: none"> • disburse, disperse • holy, wholly <p>Creating Written Texts / Vocabulary / Digital Transcription The unit focuses on writing to entertain which is a study of Imaginative Texts in the form of poetry.</p> <p>Students will examine the appropriate text structures, features and language of poetry used in the mentor texts <i>'Bindi'</i> by Kirli Saunders and <i>'Fire'</i> by Jackie French.</p> <p>They will use free verse and fixed verse poetic forms to descriptively express ideas and experiment with the development of thematic elements. Students will include figurative language for effect and to engage the reader.</p> <p>Students will write a ballad that links with the Geography focus of natural disasters. They will incorporate relevant and engaging media elements to represent their poetry as a multi-media presentation.</p> <p>Understanding and Responding to Literature As part of our study on persuasive texts, students will explore a variety of texts to understand how authority is achieved through the use of objective language versus subjective language. They will analyse and compare features within and between texts, that characterise a persuasive style.</p> <p>Reading Comprehension As part of Modelled, Shared and Guided Reading, students will study the comprehension strategies of:</p> <ul style="list-style-type: none"> • Identifying author's purpose • Interpreting figurative language • Finding word meaning in context <p>During Independent Reading, students will continue to develop their reading fluency and comprehension by choosing texts that they can read for enjoyment.</p>
Mathematics	<p>Number and Algebra <i>Decimals & Percentages, Operations</i> Students will learn to:</p> <ul style="list-style-type: none"> • Make connections between benchmark fractions, decimals and percentages • Determine percentage discounts of 10%, 25% and 50% • Select and apply mental and written strategies to multiply 2- and 3-digit numbers by 2-digit number • Use estimation and rounding to check the reasonableness

	<p>of answers to calculations</p> <ul style="list-style-type: none"> • Select and apply strategies to solve problems involving multiplication and division with whole numbers • Apply efficient mental and written strategies to solve addition and subtraction problems <p>Measurement and Space</p> <p>Topics: Area</p> <p>Students will learn to:</p> <ul style="list-style-type: none"> • Find the area of composite figures • Calculate the area of a parallelogram using subdivision and rearrangement <p>Statistics and Probability</p> <p><i>Chance</i></p> <p>Students will learn to:</p> <ul style="list-style-type: none"> • List outcomes of chance experiments involving equally likely outcomes and represent probabilities • Compare observed frequencies of outcomes with expected results
HSIE	<p>Factors that Shape Places - Regeneration</p> <p>Students will focus on the unit '<i>Factors that Shape Places – Regeneration</i>' that investigates how people change the natural environment in Australia and other places around the world. They will explore how the environment influences the human characteristics of places. Students examine ways people influence the characteristics of places, including the management of spaces. They will learn about the impact bushfires have on Australian people, places and environments and propose ways people can reduce the impact of bushfires in the future.</p>
Science	Science not taught this term
PDHPE	<p>Personal Development/Health</p> <p><i>The Resilience Project</i></p> <p>Students will engage in weekly lessons which directly link to the PD/H syllabus outcomes. As part of these lessons, students will explore and practise the key principles of the project- Gratitude, Empathy, Mindfulness and Emotional Literacy, to establish and effectively manage relationships and enhance their own and others' health, safety and wellbeing. Students will plan and practise responses, skills and strategies that protect and promote healthy, safe and active lives.</p> <p><i>Protective Behaviours</i></p> <p>Students complete this unit in final 2-3 weeks of each term. Students learn strategies and avenues for keeping themselves safe. Students will identify:</p> <ul style="list-style-type: none"> • the two themes of 'Protective Behaviours' • protective behaviour strategies • early warning signs

	<ul style="list-style-type: none"> • people in my safety network
Creative Arts	<p>Visual Arts This unit links with the themes presented in the Geography unit 'Factors that Shape Places'. Students will be engaged in creating their own artworks with a focus on using inspiration from our natural environment. They will investigate tonal, colour and spatial contrast when creating ceramics, photography and digital art forms.</p> <p>Dance: Pop Ukulele & Christmas Concert Preparations Students will continue to learn how to play the ukulele, expanding their knowledge of further ukulele chords. Songs will focus on the pop genre. They will use this playing knowledge to improvise and organise simple chord structures. They will notate and identify the use of musical concepts in their own work using traditional music notation. Students will learn to sing songs in preparation for the end of year Carols by Candlelight Concert.</p>

Specialist Teachers

Students attend three specialist learning opportunities:

- Library with Mrs Barker or Mrs Gleeson
- Physical Education with Mr Hartcher
- Performing Arts with Mrs Brymora

Information regarding Performing Arts can be found in the Creative Arts section I each term. A summary of Library and Physical Education can be found below.

Learning in the Library

Information processing skills enable us to understand and use information effectively. This is important for learning, solving problems, and making good decisions. It also helps us to think creatively and adapt to new situations. During library lessons the children have an opportunity to develop a range of information processing skills. These skills become more sophisticated as they progress through from Kinder to Year 6 and are detailed below. The content covered during library lessons varies and supports the class HSIE, Science and English programs. Cyber safety is also explored during lessons.

Children have an opportunity to use computers to communicate, create and present their learning.

Rich and meaningful literature is at the heart of all lesson, along with a variety of thinking routines.

Children are encouraged to borrow from the library each week during their dedicated borrowing time.

Inquiry in Year 5

Question

Construct a research question.

Analyse a research question.

Plan

construct a plan for inquiry, including a timeline, in a suitable format e.g. Mind mapping, brainstorming, graphic organisers.

Locate

Identify, locate, and use a range of information sources in a variety of formats.

Scan resources to determine the relevance of the resource for the given task.

Comprehend

Comprehend information presented in a variety of formats including text, images, audio and objects.

Judge the credibility of a resource taking into consideration:

- Author expertise
- Currency
- Perspective
- Bias

- url
- cross-referencing

Record

Record facts in an appropriate format.

Note-taking:

- Graphic Organisers
- Sequencing
- Categorising
- Headings & Subheadings
- Referencing

Summarise information gathered

Cite sources of information.

Evaluate

Evaluate research, ideate and draw conclusions.

Make

Create for an audience

- Age-appropriate language
- Format is accessible to audience

Audience

Identify a suitable format/program and organise information to suit that format/program

For example:

- Report
- Video
- Poster
- Podcast

Respect copyright

Offer feedback

- Self-assess their product (during task and final product) using agreed success criteria.
- Accept (and use where appropriate) peer feedback

Publish

Identify a range of opportunities to publish work

- Digital
- Print
- Face-to-face
- Local/Global

Reflect

Think about how we learn (Learning Dispositions)

- Collaboration
- Skilful Communication
- Self-Regulation
- Persistence

Identify areas of growth and potential for improvement

Unit 1 – 15 weeks	Movement Skills - Athletics Students perform movement skills in a variety of sequences and situations. They propose a range of alternatives to solve movement challenges through participation in a range of activities. Students describe and practise interpersonal skills to promote inclusion to make themselves and others feel they belong. They incorporate elements of space, time, objects, effort and people in creating and performing simple movement sequences.
Unit 2 – 15 weeks	Movement Skills - AFL Students work towards developing the fundamental motor coordination skills necessary to play a modified version of AFL. The lessons focus on learning through play and students are encouraged to have fun whilst learning how to hold, handpass, kick and mark the ball. In addition, students will discuss the importance of teamwork and fair play with opportunities provided to develop these social skills in pairs and small groups.
Unit 3 – 15 Weeks	Movement Skills - Hockey Students learn the basic skills of hockey. As a guiding principle, safe practice is paramount, and students learn the skills of hockey in a safe environment.