Literature and context
Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students’ own experiences (ACELT1575)

Responding to literature
Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)
Share feelings and thoughts about the events and characters in texts (ACELT1783)

Examining literature
Identify some features of texts including events and characters and retell events from a text (ACELT1578)
Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)

Introduce the library, its routines, and its rules
Explore where books are located for different purposes – entertainment – Junior Picture, early reading picture books – yellow dots on spine, Picture Fiction yellow dots, information – Dewey Section red dots, beginning novels – green dots.

Library procedures
1. When coming into library for lesson
2. Sharing during story time
3. Follow on activity related to story read
4. Borrowing procedure and then following week returning before school.

Weekly story sharing session.
Continue to encourage students sharing their thoughts and ideas about the book, associated thoughts related to story and together set up follow-on activity.
Use of scrap book to record their thoughts and associated reaction to story session.

English content descriptors above also form basis of content of follow-up activities.
### Year 1

#### Literature and context
Discuss how authors create characters using language and images (ACELT1581)

#### Responding to literature
Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)
Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)

#### Examining literature
Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)

Continue to reinforce library routines, procedures and story sharing as outlined for Receptions. Include where books are located for different purposes – entertainment – Picture Fiction yellow dots, information – Dewey Section red dots, beginning novels – green dots.
Weekly story sessions used to develop student’s personal responses to shared texts.
Also **Good fit books – I PICK** practise throughout the term
Fortnightly borrowing – I PICK practise throughout the term
Weekly story sessions used to develop student’s personal responses to shared texts.
A picture tells a story – explore this throughout term

### Year 2

#### Literature and context
Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)

#### Responding to literature
Compare opinions about characters, events and settings in and between texts (ACELT1589)
Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)

#### Examining literature
Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)

Continue to reinforce library routines, procedures and story sharing as outlined for Receptions. Include where books are located for different purposes – entertainment – Picture Fiction yellow dots, information – Dewey Section red dots, beginning novels – green dots.
Weekly story sessions used to develop student’s personal responses to shared texts.
Expand students’ use of library resources by introducing the layout of the Dewey section.
Students discover main sections related to their interests as well as topic studied in class [Animals]

#### Week 1-3 Revision
- Week 4 10 introduce the numbering system developed by Melville Dewey
  - Red dots, divided in 100’s
  - Cave man story
  - Practise using shelf holder to keep books in place and order
  - Practise finding numbers on the shelves.
  - Introduce using the computer to search for a book – Public Access
  - Why different searches – key word, title, Author, subject and when to use and when not

#### Week 11
- Assessment of taught skills
<table>
<thead>
<tr>
<th>Week 1 – We live on a globe.</th>
<th>Year 3 &amp; Year 4</th>
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<tbody>
<tr>
<td>Cartographic conventions highlighted –</td>
<td>North South Poles,</td>
</tr>
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</table>
Equator divides Northern and Southern Hemispheres.

Grids to assist location are lines of latitude (same direction as the equator) and lines longitude (from North to South Poles) also called Meridians.

Line zero for these meet at the Equator and the Prime Meridian or the Greenwich line. East and West is determined from this.

### Week 2 & 3 Countries and Continents  **Year 3 & year 4**

Distinguish between a country [a large area of land where people live under the same government or have the same culture; nation.] and a continent [one of the earth’s seven major areas of land. The continents are Africa, Antarctica, Asia, Australia, Europe, North America, and South America. *Brazil is on the continent of South America.*]

Students to colour a blank map of the countries of the world to indicate and label the 7 continents.

### Week 4 & 5 Who is our neighbour  **Year 3 & year 4**

Using literature to explain to students the concept of a neighbour

Amelia Ellicott’s garden and Rose meets Mr Wintergarden; also Side by side – a community

### Week 6 -8 Australia’s neighbours.  **Year 3**

The location of Australia’s neighbouring countries including:

- Indonesia, Papua New Guinea, Timor-Leste, New Zealand, The Solomon Islands, Fiji and New Caledonia.

Locate and label on a map.

### Week 6  **Year 4**

The location of Australia’s neighbouring countries including:

- Africa and South America

Locate and label on a map.

Discover the number of countries in each continent.

### Week 9  difference between climate and weather

**Weather** is the mix of events that happen each day in our atmosphere including temperature, rainfall and humidity. Weather is not the same everywhere. Perhaps it is hot, dry and sunny today where you live, but in other parts of the world it is cloudy, raining or even snowing. Every day, weather events are recorded and predicted by meteorologists worldwide.

**Climate** in your place on the globe controls the weather where you live. Climate is the average weather pattern in a place over many years. So, the climate of Antarctica is quite different than the climate of a tropical island. Hot summer days are quite typical of climates in many regions of the world, even without the effects of global warming.

### Week 10 – 11 map the climates of the world.

**Climate for Australia’s neighbours  year 3**

- Construct a map identifying the hot, temperate and polar zones of the world, label map with a legend:
  - hot, temperate and tropical and polar.

**Climate for the world  year 4**

- Construct a map identifying the hot, temperate and polar zones of the world, compare climate zones between Australia, Africa and South America – similarities and differences.
Economics and Business studies

A. Different people from various places around the world, or different animals have different needs and wants. They also have needs and wants that are similar (air, water). Explore the terms wants and needs. Apply to student’s life.

  Maslow’s model 7 stages
  1. Biological and Physiological needs - air, food, drink, shelter, warmth, sleep, etc.
  2. Safety needs - protection from elements, security, order, law, stability, etc.
  3. Love and belongingness needs - friendship, affection and love, - from work group, family, friends.
  4. Esteem needs - self-esteem, achievement, independence, status, prestige etc.
  5. Cognitive needs - knowledge, meaning, etc.
  6. Aesthetic needs - appreciation and search for beauty, balance, form, etc.
  7. Self-Actualization needs - realizing personal potential, self-fulfilment and personal growth.

Work Task: -1 asks students to define what needs and wants are.
For example: Needs are things that we cannot live without and
Wants are things we can live without but we would like.

Work Task 2: - Apply the wants / needs to 4 different people e.g. a fisherman, a farmer a professional body builder and a scientist

Assignment: - The Needs and Wants Game
  Working as a group you are starting out in your new life earning your way fishing. Your aim is to improve your lifestyle by going fishing and selling your catch so that you can purchase the things that you need and want. To get started you have 200 credits to spend. The items and prices that you can buy are listed. It’s up to you to decide what to buy, but there are some things that will be more important than others.

Students groups report back to the class, share the decisions each group has made and how much have they earnt.

B. Wants, resources and choices
Resources can be natural (e.g. oil), human (e.g. workers), or capital (e.g. machinery), and how these are used to make goods and services to satisfy the needs and wants of present and future generations.

Choices are made in business. Use the [http://www.allabouteggs.com.au/](http://www.allabouteggs.com.au/) All about eggs website to explore the choices made by businesses

Assignment: - record of book work
Year 6 & 7
TERM ONE: “Healthy Lifestyles”
Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities (ACPPS077)

preventive health practices relevant to young people, investigating food-serving recommendations from *The Australian Guide to Healthy Eating*, producing a guide to help students make healthy choices when buying food from the school canteen, different cultures value the contribution of the mind-body-spirit connection to health and wellbeing, spiritual connection to Country/Place enhances health and wellbeing for Aboriginal and Torres Strait Islander Peoples

Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (ACPPS078)

Identifying local natural resources and built environments where individuals and groups can connect, reflecting on the physical, social, emotional and spiritual benefits to health and wellbeing of being outdoors, exploring how a sense of connection to Country/Place sustains the health and wellbeing of Aboriginal and Torres Strait Islander Peoples and communities.

**Term One Main Ideas**

What does it mean to be healthy? Explore food pyramid, Australian guide to healthy eating (check website), importance of exercise, sleep, maintain positive mental health.

**Assignment idea:** Design and promote a weekly timetable that promotes a healthy, active and sustainable lifestyle eg: right amount of sleep, nutrition (meals for each day prepared with correct quantity), exercise etc

Consider other cultures and their perception of nutrition eg: How Aboriginal and TSI communities use the land/resources for nutrition

Explore how economic, social and cultural factors influence health and behaviour eg: accessibility of resources, how poorer countries in Asia eat.

**Assignment idea:** How can we promote greater inclusiveness and accessibility for communities who have limited resources?

Explore how a connection with the outdoors and a sense of community enhances our well-being with particular focus on aboriginal communities (spiritual connection with the land and each other).