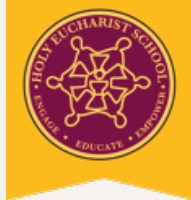


HOLY EUCHARIST SCHOOL

Curriculum Plan Overview



Holy Eucharist School is a school which operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS).

Curriculum and Learning Policy

Vision and Mission

Our Vision and Mission Statement

Holy Eucharist

A school where strong professional relationships create successful teaching and learning opportunities within the Australian Catholic tradition.

TO BE:

ENGAGED in contemporary learning, personalised to individual needs

EDUCATED using contemporary tools and programs

EMPOWERED to be lifelong learners in such a community



Purpose

The students we teach, face a future that will be ever-changing. Advances in technology will require them to adapt learnt skills to maximise their use. Accessing information is simpler, so it is vital that students have the skills to discern what is and what is not important and how to use that information. When our students begin their working life, many will have jobs that are yet to be created or will require skills that have not been defined. It is important that students leave school with the capacity to manage themselves as individuals, in relation to others and to adapt to changing situations.

The Learning and Teaching policy at Holy Eucharist School reflects the practices and procedures at the school, ensuring that the school's curriculum plan addresses the specific needs of all students. The school constantly aims to improve the quality and effectiveness of the learning and teaching practices in the school. This policy endeavors to ensure that the learning environment for our students is happy and safe; where students are encouraged and supported to take risks in their learning.

All Victorian government and Catholic schools implement [The Victorian Curriculum F–10](#). It sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship. The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards.

The Victorian Curriculum F-10 recognises that increasingly, in a world where knowledge itself is constantly growing and evolving, students need to develop, in addition to discrete discipline knowledge and understanding, a set of skills, behaviours and dispositions, or general capabilities, that apply across discipline content and equip them to be lifelong learners able to operate with confidence in a complex, information-rich, globalised world.

The Holy Eucharist Primary School Curriculum Plan has been developed in light of the directions for Catholic education and principles of curriculum from the Horizons of Hope education framework: Catholic schools provide an excellent holistic education centred on the students and engaging them in authentic, purposeful learning; and incorporating the philosophy of the Victorian Curriculum F-10 and the Religious Education Curriculum Framework. The curriculum is a statement of the purpose of schooling and defines what it is that all students have the opportunity to learn as a result of their schooling.

Accredited Curriculum Overview

Foundation to Year 10

The Victorian Curriculum F-10 is the Foundation to Year 10 curriculum for Victorian government and Catholic schools. The Victorian Curriculum reflects Victorian priorities and standards for F-10 and defines what it is that all students have the opportunity to learn as a result of their schooling, set out as a series of learning progressions.

The Victorian Curriculum F-10 can be found here:

<http://www.vcaa.vic.edu.au/pages/foundation10/f10index.aspx>

The Victorian Curriculum F-10 recognises that increasingly, in a world where knowledge itself is constantly growing and evolving, students need to develop discrete discipline knowledge and understanding, in addition to a set of skills, behaviours and dispositions. These general capabilities apply across discipline content and equip students to be lifelong learners able to operate with confidence in a complex, information-rich, globalised world.

Scope

Our school curriculum defines what it is that all students have the opportunity to learn as a result of their schooling at Holy Eucharist School.

At Holy Eucharist School, the curriculum is enriched by the values, beliefs, perspectives and experiences of each member of the learning community when they engage actively with Catholic understandings of the human person. This orientation towards the person means that the process of curriculum design is shared with students, creating within them a sense of ownership and self-efficacy as learners. Our learning community fosters the conditions for students to have a voice in the curriculum design process, allowing them to contribute to decisions about what they need to know and when.

Curriculum Content

Holy Eucharist School will take inspiration from the *Horizons of Hope* education framework. This framework supports MACS school communities to engage in dialogue about the distinctive nature of learning and teaching, leading learning, and enhancing Catholic identity in our schools. The framework is a living document that has been added to over the years with examples of practice from schools, as well as additional strategy statements in the areas of Religious Education, Leadership, Wellbeing and Diversity.

Religious Education has a central place in the teaching and learning program at Holy Eucharist School as it reflects our unique character of Catholic identity and focus as a MACS school. The primary source for developing our religious education program is the MACS Religious Education Curriculum Framework.

The school implements the Victorian Curriculum F–10 in order to provide students with a comprehensive teaching and learning program across the year levels with age-appropriate content, sequential learning patterns and interrelated aspects of the content and skills of the desired learning capabilities. Refer to the *Horizons of Hope Foundation Statement – Pedagogy in a Catholic School*. The Victorian Curriculum can be found here: [Victorian Curriculum F–10](#).

All content is developed using the following documents:

- Holy Eucharist School Religious Education Scope and Sequence: Religious Education Curriculum Framework Document
- Holy Eucharist School policies for each of the learning areas
- Victorian Curriculum F–10
- Statement of Philosophy.

The school's teaching and learning program is the school-based plan for delivering this common set of knowledge and skills in ways that best use local resources, expertise and contexts. Information technology is an integral part of our curriculum as a basic tool for learning. Supported by MACS, Holy Eucharist School will develop strong processes for monitoring student progress and the application of appropriate explicit teaching and intervention strategies.

Whole-school Curriculum Plan and Time Allocation

Curriculum overview – Foundation to Year 10

The following provides an outline of the learning areas within the F–10 curriculum. Recommended weekly time allocations are listed as a guide. School curriculum plans may concentrate the teaching of particular learning areas within semester units or electives (as in the case for Years 7–10). The recommended weekly time allocations are in line with recommendations of the educational authorities and are averages of curriculum implementation which may span across the two-year cycle. Furthermore, multiple learning areas are often part of an integrated unit and not always taught as separate subject areas.

Foundation to Year 10

Learning Areas	Recommended Time Allocated
Religious Education	2 hours 30 minutes, weekly
English <ul style="list-style-type: none"> • Reading and Viewing • Speaking and Listening • Grammar and Spelling • Writing 	2 hours daily Total time should not be less than 10 hours per week on average over the course of a school year and may vary across year levels.
Languages	75 minutes per week – 15 minutes daily
Mathematics <ul style="list-style-type: none"> • Number and Algebra • Measurement and Geometry • Statistics and Probability 	1 hour daily Five days per week Total time should not be less than five hours per week on average over the course of a school year.
Health and Physical Education	2 hours 30 minutes weekly
The Arts	1 hour weekly
The Humanities <ul style="list-style-type: none"> • Civics and Citizenship • Economics and Business • Geography • History Science Technologies <ul style="list-style-type: none"> • Design and Technology • Digital Technologies 	2 hours and 15 minutes weekly The learning areas of Science, the Humanities, Health and Physical Education, and Technologies will be taught ensuring an average of three hours per week over the course of a school year. The focus is on the integrated unit of work using the school's evidence-based inquiry approach.
TOTAL	25 hours weekly

Capabilities

The Victorian Curriculum F–10 includes both knowledge and skills. It is expected that the knowledge and skills defined in the Capabilities will be developed, practised, deployed and demonstrated by students in and through their learning across the curriculum.

The four capabilities of the Victorian Curriculum F–10 are:

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social.

Implementation

The curriculum is designed and delivered from whole-school to year level planning to individual teacher plans. These are created in a collaborative and supported environment. This ensures that a guaranteed and viable curriculum is driving student learning and lifting student outcomes.

A variety of other resources, including online resources, are available to support planning.

Holy Eucharist School will implement the curriculum plan by:

- Ensuring School leaders plan for and oversee curriculum direction across the school.
- Providing teams of teachers to meet, discuss data and assessment and plan for teaching and learning sequences linked to the Victorian Curriculum.
- Providing professional learning opportunities, as well as personal professional development plans being developed that cater for the Victorian Curriculum needs of each staff member.
- Developing curriculum maps to ensure that learning is addressed appropriately.
- Providing relevant and timely professional learning through Professional Learning Teams (PLT) Meetings.
- Ensuring that Curriculum and Sphere Leaders attend planning and PLT meetings with teachers.
- Informing the community about the curriculum that is being designed and delivered through newsletters, ClassDojo, Term Outlines or parent-teacher discussions.
- Providing a variety of other resources, including online resources, to support planning.

The curriculum is designed and delivered from whole-school to year level planning to individual teacher plans. These are created in a collaborative and supported environment. This ensures that a guaranteed and viable curriculum is driving student learning and lifting student outcomes. A variety of other resources, including online resources, are available to support planning. Holy Eucharist School will implement the curriculum plan at planning each week.

At Holy Eucharist School, the Literacy, Numeracy, Learning and Teaching and Religious Education Leaders and timetabled to guide Year Level teams during planning. Teachers in each year level are allocated 160 minutes per week to plan in their year level teams. Year level teams are also provided with a day of release in order to plan for the next term with the curriculum leaders.

Each term an Overview of what will be covered from the Victorian Curriculum and Religious Education Framework is mapped to provide a scope and sequence for learning using learning intentions and

success criteria. This is the basis of weekly planning which is then differentiated for different groups within the classroom.

Parents and carers are also provided with a Term outline at the beginning of each term. This provides parents/carers with a summary of what is going to be covered. During the term, the classroom teachers collect work samples as evidence of what has been taught and what the student has achieved.

Evaluation

This policy will be monitored and reviewed by the staff, in accordance with the School Improvement Plan or as required.

School Policies

- MACS Assessment and Reporting Policy
- MACS Assessment and Reporting Procedures
- Intervention Framework
- Holy Eucharist School's Assessment Schedule

Scope and Sequence – Holy Eucharist School Learning and Teaching Program

CYCLE A		Victorian Curriculum				2017-2018 INQUIRY (2 YEAR CYCLE)		
TERM	BIG CONCEPT	F	1	2	3	4	5	6
1	STORY <i>What is my story?</i>	<p>HUMANITIES</p> <p>HISTORY Personal Histories:</p> <ul style="list-style-type: none"> Who the people in their family are, where they were born and raised, how they are related to each other and how their stories are communicated and shared. <p>GEOGRAPHY Places and Our Connections to Them:</p> <ul style="list-style-type: none"> Activities in the local area and the reason for their location 	<p>HUMANITIES</p> <p>HISTORY Personal Histories:</p> <ul style="list-style-type: none"> Differences and similarities between student's daily lives and perspectives of life during their parents and grandparent's childhoods, including family traditions, leisure time and communications. <p>GEOGRAPHY Places and Our Connections to Them:</p> <ul style="list-style-type: none"> Connections of people in Australia to other places in Australia and across the world. 	<p>HUMANITIES</p> <p>HISTORY Personal Histories:</p> <ul style="list-style-type: none"> Differences and similarities in family structures and the role of family groups today and how these have changed or remained the same over time. How the present, past and future are signified by terms indicating and describing time. <p>GEOGRAPHY Places and Our Connections to Them:</p> <ul style="list-style-type: none"> Natural managed and constructed features of places, their location and how they change. 	<p>HUMANITIES</p> <p>HISTORY Community, Remembrance and Celebrations and First Contacts:</p> <ul style="list-style-type: none"> The significance of country and place to Aboriginal and Torres Strait Islander people who belong to a local area. A significant example of change and a significant example of continuity over time in the local community, region or state/territory. The role that people of diverse backgrounds have played in the development and character of the local community and/or other societies. <p>First Contacts:</p> <ul style="list-style-type: none"> The journey or stories of the First Fleet including causes and reasons for the journey who travelled to Australia and their experiences and their perspectives following arrival. <p>GEOGRAPHY Diversity and significance of places and Environments:</p> <ul style="list-style-type: none"> Location of Australia's neighbouring countries and the diverse characteristics of their places Similarities and differences between places in terms of their type of settlement, demographic characteristic and the lives of the people who live there. 	<p>HUMANITIES</p> <p>HISTORY Australia as a Colony:</p> <ul style="list-style-type: none"> The social economic and political causes and reasons for the establishment of British colonies in Australia after 1800. The nature of convict or colonial presence including the factors that influenced changing patterns of development, how the environment changed and aspects of the daily life of the inhabitants including Aboriginal and Torres Strait Islander people. The effects of a significant development or event on a colony. The causes and the reasons why people migrated to Australia from Europe and Asia and the perspectives experiences and contributions of a particular migrant group within a colony. The role that a significant individual or group played in shaping and changing a colony. <p>Australia as a Nation:</p> <ul style="list-style-type: none"> The significance of key figures and events that led to Australia's federation including British and American influences on Australia's system of law and government. The stories, perspectives and experiences of people who migrated to Australia, the reasons they migrated and significant contributions of individuals and groups to changing Australian society. The different experiences and perspectives of Australian democracy and citizenship including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women and children. <p>GEOGRAPHY</p> <p>CIVICS AND CITIZENSHIP</p> <ul style="list-style-type: none"> What are the factors that shape places and influence interconnection? Citizenship, Diversity and Identity 	<p>(GEO) The many countries/ places of Aboriginal and Torres Strait Islander people throughout Australia and the custodial responsibility they have for country/ places and how this influences views about sustainability.</p> <p>(GEO) Aboriginal and Torres Strait Islander countries/ place on which the school is located and why country/ place is important to Aboriginal and Torres Strait Islander Peoples and the ways in which they maintain special connections to particular country/ place.</p>	

2	<p>CHANGE & CONTINUITY What does it mean to change?</p>	<p>SCIENCE BIOLOGICAL SCIENCE</p> <ul style="list-style-type: none"> ● People 	<p>SCIENCE BIOLOGICAL SCIENCE</p> <ul style="list-style-type: none"> ● Life cycles 	<p>SCIENCE BIOLOGICAL SCIENCE FOCUS:</p> <ul style="list-style-type: none"> ● Mini beasts 	<p>SCIENCE BIOLOGICAL SCIENCE</p> <ul style="list-style-type: none"> - Grouping different living and non-living things - Different living things have different life cycles and depend on each other. - Endangered/Extinction? 	<p>SCIENCE BIOLOGICAL SCIENCE</p> <ul style="list-style-type: none"> ● Evolution 	<p>SCIENCE BIOLOGICAL SCIENCE</p> <p>FOCUS:</p> <ul style="list-style-type: none"> ● Living things (people) have structural (body systems) features and adaptations that help them to survive in their environment. <p>FOCUS:</p> <ul style="list-style-type: none"> - Personal Development 	<p>SCIENCE BIOLOGICAL SCIENCE</p> <p>HEALTH: Being healthy safe and active</p> <p>FOCUS:</p> <ul style="list-style-type: none"> - Personal Development
3	<p>STEWARDSHIP How do we sustain our earth?</p>	<p>SCIENCE EARTH SCIENCE</p> <ul style="list-style-type: none"> ● Observable changes occur in the sky and seasonal changes affect everyday life. 	<p>SCIENCE EARTH SCIENCE</p> <ul style="list-style-type: none"> ● Observable changes occur in the sky and landscape and seasonal changes affect everyday life. <p>GEOGRAPHY PLACES AND OUR CONNECTIONS TO THEM</p> <ul style="list-style-type: none"> ● Weather and seasons and the ways in which different cultural groups describe them 	<p>SCIENCE EARTH SCIENCE</p> <ul style="list-style-type: none"> ● Earth's rotation on its axis causes regular changes including night and day. ● Earth's surface changes over time as a result of a natural processes and human activity. <p>GEOGRAPHY</p> <ul style="list-style-type: none"> ● Diversity and significance of places and Environments: Main climates of the world and the similarities and differences between the climates and different places. 	<p>SCIENCE EARTH SCIENCE</p> <ul style="list-style-type: none"> ● Earth is part of a system of planets orbiting around a star (the sun). ● Sudden geological changes or extreme weather conditions can affect earth's surface. <p>GEOGRAPHY</p> <ul style="list-style-type: none"> ● Impacts of bushfires or floods on environments and communities and how people respond 	<p>SCIENCE EARTH SCIENCE</p> <ul style="list-style-type: none"> ● Earth is part of a system of planets orbiting around a star (the sun). ● Sudden geological changes or extreme weather conditions can affect earth's surface. <p>GEOGRAPHY</p> <ul style="list-style-type: none"> ● Impacts of bushfires or floods on environments and communities and how people respond 	<p>SCIENCE EARTH SCIENCE</p> <ul style="list-style-type: none"> ● Earth is part of a system of planets orbiting around a star (the sun). ● Sudden geological changes or extreme weather conditions can affect earth's surface. <p>GEOGRAPHY</p> <ul style="list-style-type: none"> ● Impacts of bushfires or floods on environments and communities and how people respond 	<p>SCIENCE EARTH SCIENCE</p> <ul style="list-style-type: none"> ● Earth is part of a system of planets orbiting around a star (the sun). ● Sudden geological changes or extreme weather conditions can affect earth's surface. <p>GEOGRAPHY</p> <ul style="list-style-type: none"> ● Impacts of bushfires or floods on environments and communities and how people respond
4	<p>CELEBRATIONS What, where, how and why do we celebrate?</p>	<p>HUMANITIES HISTORY</p> <p>Community Histories</p> <ul style="list-style-type: none"> ● How they, their family, commemorate past events that are important to them. ● The significance today of an historical site of cultural or spiritual importance (eg. the Church) 	<p>HUMANITIES HISTORY</p> <p>Community Histories</p> <ul style="list-style-type: none"> ● How they, their family, friends and communities commemorate past events that are important to them ● The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past. 	<p>HUMANITIES HISTORY</p> <p>Community Histories</p> <ul style="list-style-type: none"> ● How they, their family, friends and communities commemorate past events that are important to them. ● The effect of changing technology on people's lives and their perspectives on the significance of that change 	<p>HUMANITIES HISTORY</p> <p>Community, Remembrance and Celebrations.</p> <ul style="list-style-type: none"> ● One significant narrative, myth or celebration from the past ● Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC Week and National Sorry Day. ● Significance of celebrations and commemorations in other places around the world. <p>CIVICS AND CITIZENSHIP</p> <p>Citizenship, Diversity and Identity</p> <ul style="list-style-type: none"> ● Investigate why and how people participate within communities and cultural and social groups ● Describe the different cultural, religious and/or social groups to which they and others in the community may belong 	<p>HUMANITIES ECONOMICS & BUSINESS</p> <p>Consumer and Financial Literacy.</p> <ul style="list-style-type: none"> ● Identify influences on consumer choices and explore strategies that can be used to help make informed personal consumer and financial choices ● Consider the effect that consumer and financial decisions of individuals may have on themselves, their family, the broader community and the natural, economic and business environment <p>The Business Environment</p> <ul style="list-style-type: none"> ● Identify the reasons businesses exist and investigate the different ways they produce and distribute goods and services <p>Work and Work Futures</p> <ul style="list-style-type: none"> ● Explore the nature and meaning of work and why individuals choose to participate in work ● Investigate the influences on the ways people work and explore factors affecting work now and into the future ● Enterprising Behaviours and Capabilities ● Investigate the nature and explain the importance of enterprising behaviours and capabilities <p>Economic and Business Reasoning and Interpretation</p> <ul style="list-style-type: none"> ● Make decisions. Identify appropriate actions by considering the advantages and disadvantages, and form conclusions concerning an economics or business issue or event. 	<p>HUMANITIES ECONOMICS & BUSINESS</p> <p>Consumer and Financial Literacy.</p> <ul style="list-style-type: none"> ● Identify influences on consumer choices and explore strategies that can be used to help make informed personal consumer and financial choices ● Consider the effect that consumer and financial decisions of individuals may have on themselves, their family, the broader community and the natural, economic and business environment <p>The Business Environment</p> <ul style="list-style-type: none"> ● Identify the reasons businesses exist and investigate the different ways they produce and distribute goods and services <p>Work and Work Futures</p> <ul style="list-style-type: none"> ● Explore the nature and meaning of work and why individuals choose to participate in work ● Investigate the influences on the ways people work and explore factors affecting work now and into the future ● Enterprising Behaviours and Capabilities ● Investigate the nature and explain the importance of enterprising behaviours and capabilities <p>Economic and Business Reasoning and Interpretation</p> <ul style="list-style-type: none"> ● Make decisions. Identify appropriate actions by considering the advantages and disadvantages, and form conclusions concerning an economics or business issue or event. 	<p>HUMANITIES ECONOMICS & BUSINESS</p> <p>Consumer and Financial Literacy.</p> <ul style="list-style-type: none"> ● Identify influences on consumer choices and explore strategies that can be used to help make informed personal consumer and financial choices ● Consider the effect that consumer and financial decisions of individuals may have on themselves, their family, the broader community and the natural, economic and business environment <p>The Business Environment</p> <ul style="list-style-type: none"> ● Identify the reasons businesses exist and investigate the different ways they produce and distribute goods and services <p>Work and Work Futures</p> <ul style="list-style-type: none"> ● Explore the nature and meaning of work and why individuals choose to participate in work ● Investigate the influences on the ways people work and explore factors affecting work now and into the future ● Enterprising Behaviours and Capabilities ● Investigate the nature and explain the importance of enterprising behaviours and capabilities <p>Economic and Business Reasoning and Interpretation</p> <ul style="list-style-type: none"> ● Make decisions. Identify appropriate actions by considering the advantages and disadvantages, and form conclusions concerning an economics or business issue or event.

CYCLE B

TERM	BIG CONCEPT	F	1	2	3	4	5	6						
1	BELONGING	<p>HUMANITIES</p> <ul style="list-style-type: none"> ● GEOGRAPHY FOCUS: Place Space and Interconnection -School Community <p>PERSONAL AND SOCIAL CAPABILITY:</p> <ul style="list-style-type: none"> ● Social Awareness and Management -Relationships and Diversity -Collaboration 	<p>HUMANITIES</p> <ul style="list-style-type: none"> ● GEOGRAPHY FOCUS: Place Space and Interconnection -Local Community: Reasons why some places are special and some places are important to people and how they can be looked after. <p>PERSONAL AND SOCIAL CAPABILITY:</p> <ul style="list-style-type: none"> ● Social Awareness and Management -Relationships and Diversity -Collaboration 	<p>HUMANITIES</p> <ul style="list-style-type: none"> ● CIVICS AND CITIZENSHIP FOCUS: -Government and Democracy -Laws and Citizens <p>PERSONAL AND SOCIAL CAPABILITY:</p> <ul style="list-style-type: none"> ● Social Awareness and Management -Relationships and Diversity -Collaboration 	<p>HUMANITIES</p> <ul style="list-style-type: none"> ● CIVICS AND CITIZENSHIP FOCUS: -Government and Democracy -Laws and Citizens <p>PERSONAL AND SOCIAL CAPABILITY:</p> <ul style="list-style-type: none"> ● Social Awareness and Management -Relationships and Diversity -Collaboration 	<p>HUMANITIES</p> <ul style="list-style-type: none"> ● CIVICS AND CITIZENSHIP FOCUS: -Government and Democracy -Laws and Citizens <p>PERSONAL AND SOCIAL CAPABILITY:</p> <ul style="list-style-type: none"> ● Social Awareness and Management -Relationships and Diversity -Collaboration 	<p>ECONOMICS AND BUSINESS: RESOURCE ALLOCATION AND MAKING CHOICES</p> <p>FOCUS:</p> <ul style="list-style-type: none"> ● Describe the difference between needs and wants and explain why choices need to be made ● Explore the concept of opportunity cost and explain how it involves choices about the alternative use of limited resources and the need to consider trade-offs ● Identify types of resources (natural, human, capital) and explore the ways societies use them in order to satisfy the needs and wants of present and future generations 	<p>CHEMICAL SCIENCE</p> <p>Observable features of materials eg: classifying materials, eg soft rough, smooth etc</p> <ul style="list-style-type: none"> ● Objects are made of materials that have observable properties 	<p>CHEMICAL SCIENCE</p> <p>Materials can change</p> <ul style="list-style-type: none"> ● Objects are made of materials that have observable properties ● Everyday materials can be physically changed 	<p>CHEMICAL SCIENCE</p> <p>Materials can be combined in a variety of ways for particular purposes</p> <ul style="list-style-type: none"> ● Everyday materials can be physically changed or combined with other materials in a variety of ways for particular purposes 	<p>CHEMICAL SCIENCE</p> <p>Change of states of matter</p> <ul style="list-style-type: none"> ● A change of state between solid and liquid can be caused by adding or removing heat ● Natural and processed materials have a range of physical properties; these properties can influence their use 	<p>CHEMICAL SCIENCE</p> <p>Features and use of natural and processed materials.</p> <p>A change of state between solid and liquid can be caused by adding or removing heat</p> <p>Natural and processed materials have a range of physical properties; these properties can influence their use</p>	<p>CHEMICAL SCIENCE</p> <p>Reversible and irreversible change.</p> <p>Solids, liquids and gases behave in different ways and have observable properties that help to classify them</p> <ul style="list-style-type: none"> ● Changes to materials can be reversible, including melting, evaporating, or freezing, including burning and rusting 	<p>CHEMICAL SCIENCE</p> <p>Solids, liquids and gases behave in different ways and have observable properties that help to classify them</p> <ul style="list-style-type: none"> ● Changes to materials can be reversible, including melting, evaporating, or freezing, including burning and rusting
2	CHANGE AND REACTION How and why do materials react?	<p>CHEMICAL SCIENCE</p> <p>Observable features of materials eg: classifying materials, eg soft rough, smooth etc</p> <ul style="list-style-type: none"> ● Objects are made of materials that have observable properties 	<p>CHEMICAL SCIENCE</p> <p>Materials can change</p> <ul style="list-style-type: none"> ● Objects are made of materials that have observable properties ● Everyday materials can be physically changed 	<p>CHEMICAL SCIENCE</p> <p>Materials can be combined in a variety of ways for particular purposes</p> <ul style="list-style-type: none"> ● Everyday materials can be physically changed or combined with other materials in a variety of ways for particular purposes 	<p>CHEMICAL SCIENCE</p> <p>Change of states of matter</p> <ul style="list-style-type: none"> ● A change of state between solid and liquid can be caused by adding or removing heat ● Natural and processed materials have a range of physical properties; these properties can influence their use 	<p>CHEMICAL SCIENCE</p> <p>Features and use of natural and processed materials.</p> <p>A change of state between solid and liquid can be caused by adding or removing heat</p> <p>Natural and processed materials have a range of physical properties; these properties can influence their use</p>	<p>CHEMICAL SCIENCE</p> <p>Reversible and irreversible change.</p> <p>Solids, liquids and gases behave in different ways and have observable properties that help to classify them</p> <ul style="list-style-type: none"> ● Changes to materials can be reversible, including melting, evaporating, or freezing, including burning and rusting 	<p>CHEMICAL SCIENCE</p> <p>Solids, liquids and gases behave in different ways and have observable properties that help to classify them</p> <ul style="list-style-type: none"> ● Changes to materials can be reversible, including melting, evaporating, or freezing, including burning and rusting 						

3	WELLBEING & COMMUNITY How can I stay healthy, safe and active?	HEALTH (Personal, Social and Community Health)	HEALTH (Personal, Social and Community Health)	HEALTH (Personal, Social and Community Health)	HEALTH (Personal, Social and Community Health)	HEALTH (Personal, Social and Community Health)	HEALTH (Personal, Social and Community Health)	HEALTH (Personal, Social and Community Health)	HEALTH (Personal, Social and Community Health)	HEALTH (Personal, Social and Community Health)	HEALTH (Personal, Social and Community Health)	HEALTH (Personal, Social and Community Health)	HEALTH (Personal, Social and Community Health)	HEALTH (Personal, Social and Community Health)	HEALTH (Personal, Social and Community Health)	HEALTH (Personal, Social and Community Health)	HEALTH (Personal, Social and Community Health)	HEALTH (Personal, Social and Community Health) <small>PERSONAL DEVELOPMENT</small>
4	CREATIVE FORCES How does our world work?	PHYSICAL SCIENCE	PHYSICAL SCIENCE	PHYSICAL SCIENCE	PHYSICAL SCIENCE	PHYSICAL SCIENCE	PHYSICAL SCIENCE	PHYSICAL SCIENCE	PHYSICAL SCIENCE	PHYSICAL SCIENCE								

PLEASE CLICK ONTO THE FOLLOWING LINKS TO ACCESS TERM PLANNERS (Need permission to access)

- **Grade Prep, 2022**
- **Grade 1, 2022**
- **Grade 2, 2022**
- **Grade 3, 2022**
- **Grade 4, 2022**
- **Grade 5, 2022**
- **Grade 6, 2022**
- **LOTE, 2022**
- **MUSIC, 2022**
- **VISUAL ART, 2022**
- **PHYSICAL EDUCATION, 2022**

