

Term	1	2	3	4
	<b>Exploring our mind, body, and identity</b>	<b>Exploring the planet we live on</b>	<b>Exploring a changing nation over time</b>	<b>Exploring science, technologies and innovation</b>
Even	<p><b>Safety Rules</b></p> <p>This unit begins by identifying aspects of safety in the home, school and community. Students will identify safe and unsafe situations. They will investigate people who help to keep them safe, including people in the local community such as police, fire and ambulance officers. They will explore their own responsibilities in ensuring their safety and the safety of others. They will make the connection that rules can help to keep them safe.</p>	<p><b>Neighbourhood Creatures</b></p> <p>This unit is about animals and their habitats. Students will investigate the relationship between living things, habitats and ecosystems. They classify animals according to their attributes and their classification. They will discover that there are two types of animals—vertebrates and invertebrates— and that each type has different species. The students will be introduced to the concept of sustainability and will begin to develop an understanding that we all have a responsibility to look after animals and their habitats.</p>	<p><b>Multicultural Australia</b></p> <p>This unit will focus on changes in Australian's daily lives over time (eg. work, travel, communication, and play). Students explore special commemorative dates in Australia's history and begin to build an appreciation for the similarities and differences between individuals and different cultural and religious groups in their community. Students will explore their local community to better understand its history by researching and identifying places of significance and important people of the area (eg. Town Hall, Elders). Using maps, students will explore modern sites that represent the identity of the area. Students build their research skills through investigating a part of their local community.</p>	<p><b>Back to Basics</b></p> <p>This unit explores the natural products we get from farms. It tracks back to their origins the products that students use every day and the food they eat. During the unit, students will explore the processes used to transform natural products to familiar consumer goods. Students will experience growing things from seed, and transforming natural goods by mixing, cooking and other processes.</p>
<b>Big Question</b>	<b>Why do we need rules?</b>	<b>How can we protect our local wildlife and environments?</b>	<b>How do Australians value their home?</b>	<b>Why do we need farms?</b>
Major Concepts	Change, responsibility, systems	Change, responsibility, systems	Change, responsibility, systems	Change, responsibility, systems
	<b>Exploring our mind, body, and identity</b>	<b>Exploring a changing nation over time</b>	<b>Exploring the planet we live on</b>	<b>Exploring science, technologies and innovation</b>
Odd	<p><b>Food: Fuel for Our Body</b></p> <p>This unit is designed to lead students to make good, balanced choices about what they eat, physical activity, rest and their use of leisure time. By exploring the effects of eating, rest, exercise (physical health), getting along with others and having a positive attitude (emotional health), they will be able to make informed choices. If students are able to make links between the choices they make and the effect on wellbeing, they are more likely to make changes they can sustain.</p>	<p><b>The Good Old Days</b></p> <p>In this unit students will investigate what life was like in the past by finding out about their parents', grandparents' and great-grandparents' days. They will investigate how daily life and the local community have changed over time. They will specifically focus on things that are relevant to them, such as what school was like, games and toys, clothes, jobs or chores around the home and transport. They will determine the benefits and drawbacks of change and identify the things that have stood the test of time by remaining the same.</p>	<p><b>Our Weather System</b></p> <p>This unit involves students exploring how Earth's natural resources are used in our local area. They observe and record patterns of events that occur on Earth and in the sky, such as the appearance of clouds, the moon, stars at night, the weather and the seasons. Students conduct experiments to build their understanding of how water continually rotates. Students ask questions and make predictions about how the Earth is affected when there is a lack of a natural resource (Eg. water). Students will use technology (plan/design/create) to show their knowledge and will be asked to identify ways that people can take better care of Earth's resources so they remain plentiful for future generations.</p>	<p><b>Toying with Technology</b></p> <p>During the unit students will explore and categorise different toys and games. They will investigate what the toys are used for, what they are made of and how they work. They will be introduced to some simple systems that enable toys to move. They will explore science concepts of force, movement, light and sound. The students will develop their skills in predicting, observing and describing, and will be introduced to simple science reports as a way of recording this. They will apply their scientific knowledge by designing, making and evaluating a toy of their own using a rubric.</p>
<b>Big Question</b>	<b>How can the choices we make affect our health and wellbeing?</b>	<b>What does life look like growing up in Australia?</b>	<b>How the Earth's resources affect our survival?</b>	<b>What makes a toy great?</b>
Major Concepts	Change, responsibility, systems, identity, energy	Change, responsibility, systems, identity, energy	Change, responsibility, systems, identity, energy	Change, responsibility, systems, identity, energy