



PREP-YEAR 6

Curriculum Handbook

2026





Downlands College

TOOWOOMBA QUEENSLAND AUSTRALIA

Years Prep-6

Curriculum Handbook 2026

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The Downlands Prayer

Lord, be with us in our studies that we may master the difficulties and be formed by wisdom and knowledge.
Be with us in our sport, that we may win without boasting, lose without begrudging.
Be with us in our leisure time, that our pleasures bring us no shame, but rest to our bodies, peace to our minds.
Be with us with our friends, that we may be ready to help whatever the cost, bring happiness wherever we go.
Be with us in the Chapel, that we pray and listen and worship and let you guide our lives.
Lord, make us strong in faith, courageous to follow your call, true to you, to Downlands, to ourselves.
Amen.

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At Downlands there is *a niche for every student*. Our goal is to have happy students who perform to their personal best in all situations and who take responsibility for their learning and relationships. We journey with each individual student academically and pastorally to provide the best possible school and post-school pathway.

Stephen Koch, Principal

General Information

Downlands College is a Catholic school owned and conducted by the Missionaries of the Sacred Heart. It first opened in 1931 as a boarding school for boys. Today, Downlands is a vibrant, co-educational day and boarding school for students in Prep to Year 12.

Downlands nurtures a strong religious spirit marked by the gospel values of faith and community. The College motto is **Fortes in Fide, Strong in Faith**. Our faith is based on a belief in, and a commitment to, a loving God, while community is that sense of identity which unites students, families and staff in Christ. We value truth, learning and respect for the individual as essential features of the education process. In the search for truth, Downlands encourages students to integrate faith with life. (Extract from: MSC Philosophy of Education)

"Christ is the foundation of the whole educational Enterprise in a Catholic school"
The Catholic School #34

"The community aspect of the Catholic school is necessary because of the nature of faith and not simply because of the nature of the person and the nature of the educational process which is common to every school."
The Catholic School #54

Our Mission

An MSC school holds teaching through relationships as a core value.

The heart is our code word and draws us to our Mission.

In the light of our philosophy, our mission as teachers in an MSC school is to draw our students into the pursuit of truth and excellence by fully embracing and engaging with the world in which we live. The College aims to:

- nurture a strong religious spirit by providing opportunities for students to grow in a real relationship with Christ, in an understanding of the tenets of the Catholic faith, and in commitment to service of others;
- form the hearts of students in Spirituality of the Heart so that they can live hopeful, meaningful and purposeful lives;

- help every student strive for the highest level of achievement in learning of which they are capable;
- nurture the powers of reasoning and critical thinking in students;
- create a climate of trust and freedom, openness and cooperation, which will foster the affective and moral growth of students;
- promote a spirit of reverence and respect for sacred things and for one another in a way that leads to gentle social relationships;
- create a family atmosphere conducive to a sense of peace and belonging;
- encourage a sense of personal integrity, responsibility, initiative and perseverance;
- foster a sense of care and compassion for one another, especially for the less advantaged, in both the College and the wider community;
- equip students for leadership in public and private life.

"... the Catholic school is particularly sensitive to the call from every part of the world for a more just society..."

The Catholic School #58

As teachers in an MSC school, we are committed to:

- being diligent and committed to the life-long development of our professional practice;
- maintaining currency and expertise in subject area, contemporary pedagogy and technological advances;
- recognising that good teaching is about the creation of a web of relationships that includes our own lives, the lives of our students and their families and the lives of our colleagues;
- recognising that when we create relational learning communities we contribute to the formation of the hearts of our students;
- offering hope to our students by drawing deeper meaning from the events of the world in which we live, thus incorporating faith with life. (Extract from: Principles of MSC Education, 2017)
- creating an environment where students can become reflective, heart-centred people with an understanding of God's love for them.

"Beloved, let us love one another, because love is from God. Whoever does not love does not know God, for God is love."

1 John 4:7-8

Curriculum Policy

Curriculum at Downlands College encompasses all the learning experiences that are planned, guided and supported by the school. The needs, talents, abilities, and interests of the individual student form the centre around which our curriculum is developed. The whole environment of the school, with its many varied experiences, as well as the valuable traditions of the past, contributes to the total growth of each student. At the same time, each student should contribute something to the development of the curriculum in its widest sense.

Downlands College curriculum policy reflects gospel values, particularly those stressed in the statement of the College's philosophy: faith, respect for the individual, truth and learning, and community.

"It (i.e. the Catholic school) is fundamentally a synthesis of culture and faith, and a synthesis of faith and life: the first is reached by integrating all the different aspects of human knowledge through subjects taught, in the light of the Gospel; the second in the growth of the virtues characteristic of the Christian."

The Catholic School #87

Care for the individual in the curriculum will be shown in many ways:

- by offering courses that will meet individual needs as closely as possible; this implies a wide variety of courses, different levels within these courses, flexibility of programming, challenging courses, special education programs and preparation for life in the post school years
- teaching methods and attitudes that promote mutual respect and warm relationships between teachers and students
- the study of options that promote respect for others, especially the less advantaged
- careful and realistic guidance to students in subject choice and learning pathways
- acknowledgement of achievement at whatever level in all activities
- provision of optional activities to meet the interests of as many students as possible
- staff development opportunities to meet the changing needs of teachers.
- Downlands College education policies and procedures adheres to the Alice Springs (Mparntwe) Education Declaration (2019).

The Alice Springs (Mparntwe) Education Declaration sets out a vision for a world class education system in Australia that encourages and supports every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face.

The Declaration has two distinct but interconnected goals:

Goal 1: The Australian education system promotes excellence and equity

Goal 2: All young Australians become:

- confident and creative individuals
- successful lifelong learners
- active and informed members of the community.

The Mparntwe Declaration aligns to our MSC values and ethos through our commitment to designing engaging 21st Century learning, through relational learning experiences and providing opportunities for each student to reach their potential.

In emphasising truth and learning, Downlands College aims to help students strive for the highest level of achievement in learning of which they are capable. While excellence can be seen as an absolute, there is a relative level at which individuals should be challenged to perform excellently with their respective talents. We encourage all students to attain this level. Serious study is stressed, as well as critical thinking and openness to religious values.

"It must never be forgotten that the purpose of instruction at school is education, that is, the development of the person from within, freeing him/her from that conditioning which would prevent him/her from becoming a fully integrated human being."

The Catholic School #28

Teaching programs for various subjects should include, where possible, the study of issues, texts and ideas which allow discussion of topics connected with the gospel values that are integral to College life. Thus, respect for the individual will be fostered through the understanding of issues connected with justice and peace and with the needs of all in the community. Faith and community will be enhanced by class activities which express those values. Downlands recognises that curriculum needs regular evaluation to ensure it is relevant to the changing situations and times in which members of the College community find themselves.

"Education is not given for the purpose of gaining power but as an aid towards a fuller understanding of, and communion with people, events and things. Knowledge is not to be considered as a means of material prosperity and success, but as a call to serve and to be responsible for others."

The Catholic School #56

Downlands has an *outstanding record* of academic success through expecting the best from its pupils. We also want them to enjoy their learning and to take responsibility for it.

Stephen Koch, Principal

English

At Downlands College Junior School we explicitly teach the Learning Area of English to target:

- The reading development of individual students through the Big 6 of Reading: oral language, phonological awareness, phonics, vocabulary, fluency and comprehension
- The development of writing skills across a variety of texts, and with connections to reading
- The examination and immersion of quality literature
- Language experiences that support the development of interaction skills

Junior English Framework



Imaginative & Critical Thinkers



Informed Citizens



Confident Communicators



Proficient Readers



Skilled Writers



Examiners & Informed Appreciators of Quality Literature

English is structured through the stands of Language, Literature and Literacy. At Downlands College, we balance our English curriculum planning across all three areas. We support our students to focus on developing their knowledge and understanding, and skills, in listening, reading, viewing, speaking, writing and creating to support them through their sequential educational journey. We understand and support the individual student's development in English, and we recognise that the knowledge and skills developed in this learning area equip our learners with the essential life-long literacy skills to live and work successfully in society.

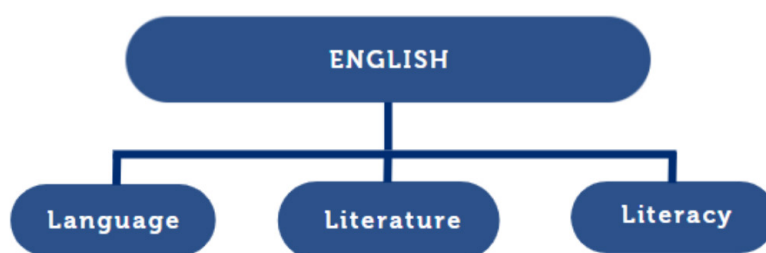


Figure 1: English content structure

Language

In the Language strand, students develop their knowledge of the English language and how it works. Students learn how language enables people to interact effectively, build and maintain relationships, and express and exchange knowledge, skills, attitudes, emotions and opinions. Oral language is the foundation of learning and an essential component of exploring ideas, expressing viewpoints, forming arguments and building vocabulary. Language operates within a contextual framework, in which choices vary according to topics, purpose and audience.

Students discover the patterns and purposes of English usage, including spelling, grammar and punctuation at the levels of the word, sentence and extended text. By developing a body of knowledge about these patterns and their connections, students learn to communicate effectively through coherent, well-structured sentences and texts. They gain a consistent way of understanding and talking about language, language in use and language as a system. This enables them to reflect on their own speaking and writing, and discuss these productively with others. This strand informs teaching and learning activities, and connects to key concepts and skills in the other strands.

Literature

The Literature strand engages students in the study of literary texts of personal, cultural, social and aesthetic value. These texts include works that are recognised as having enduring social and artistic value, some of which may be referred to as classic or canonical texts, and some that attract contemporary attention. Literature is a dynamic and evolving body of work comprising texts (written, spoken, visual, multimodal, print and digital) from diverse historical and cultural contexts. These texts are valued and appreciated for their form and style, and contribution to cultural, historical and social understanding. Learning to appreciate literary texts and to create their own literary texts enriches students' understanding of the breadth and complexity of human experiences. It builds students' knowledge of the interrelationship of language and culture, and stimulates creative and critical thinking. Students appreciate, analyse, interpret and evaluate a range of literary texts. This range includes the oral narrative traditions and literature of First Nations Australians, classic and contemporary literature from wide-ranging Australian authors, and world literature including texts from and about Asia. Students create texts such as short stories, poetry, prose, plays and short films.

Literacy

In the Literacy strand, students make meaning through application of skills and knowledge from the Language strand. They develop their ability to interpret and create texts with appropriateness, accuracy, confidence, fluency and efficacy for learning in and out of school. This ability helps them to participate in Australian life more generally. They learn the sound (phonemes) and letter (graphemes) correspondences of English and how these combine when they begin to read and write. Students learn to adapt language to meet the demands of general or specialised purposes, audiences and contexts. They learn about the different ways in which knowledge and opinion are represented and developed in texts. They learn that more or less abstraction and complexity can be shown through language and multimodal representations. Texts chosen include media texts, everyday texts and workplace texts from increasingly complex and unfamiliar settings. Texts are composed using language ranging from the everyday language of personal experience to more abstract, specialised and technical language, including the language of schooling and academic study. This means that print and digital texts are included, and that listening, speaking, reading, viewing, writing and creating are all developed systematically and concurrently.

Prep Achievement Standard

By the end of Foundation, students listen to texts, interact with others and create short spoken texts, including retelling stories. They share thoughts and preferences, retell events and report information or key ideas to an audience. They use language features including words and phrases from learning and texts. They listen for and identify rhymes, letter patterns and sounds (phonemes) in words. They orally blend and segment phonemes in single-syllable words.

They read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences. They identify the language features of texts including connections between print and images. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs). They read words including consonant–vowel–consonant words and some high-frequency words. They create short written texts, including retelling stories using words and images where appropriate. They retell, report information and state their thoughts, feelings and key ideas. They use words and phrases from learning and texts. They form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops.

Year 1 Achievement Standard

By the end of Year 1, students interact with others, and listen to and create short spoken texts including recounts of stories. They share ideas and retell or adapt familiar stories, recount or report on events or experiences, and express opinions using a small number of details from learnt topics, topics of interest or texts. They sequence ideas and use language features including topic-specific vocabulary and features of voice.

They read, view and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences. They identify the text structures of familiar narrative and

informative texts, and their language features and visual features. They blend short vowels, common long vowels, consonants and digraphs to read one-syllable words. They read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words. They use sentence boundary punctuation to read with developing phrasing and fluency.

They create short written and/or multimodal texts including recounts of stories with events and characters. They report information and experiences, and express opinions. Ideas in their texts may be informative or imaginative and include a small number of details from learnt topics, topics of interest or texts. They write simple sentences with sentence boundary punctuation and capital letters for proper nouns. They use topic-specific vocabulary. They write words using unjoined upper-case and lower-case letters. They spell most one- and two-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words.

Year 2 Achievement Standard

By the end of Year 2, students interact with others, and listen to and create spoken texts including stories. They share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts. They organise and link ideas, and use language features including topic-specific vocabulary and features of voice. They read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events. They describe how similar topics and information are presented through the structure of narrative and informative texts, and identify their language features and visual features. They use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words. They use punctuation for phrasing and fluency.

They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences. They use text structures to organise and link ideas for a purpose. They punctuate simple and compound sentences. They use topic-specific vocabulary. They write words using consistently legible unjoined letters. They spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns.

Year 3 Achievement Standard

By the end of Year 3, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They relate ideas; express opinion, preferences and appreciation of texts; and include relevant details from learnt topics, topics of interest or texts. They group, logically sequence and link ideas. They use language features including topic-specific vocabulary, and/or visual features and features of voice.

They read, view and comprehend texts, recognising their purpose and audience. They identify literal meaning and explain inferred meaning. They describe how stories are developed through characters and/or events. They describe how texts are structured and presented. They describe the language features of texts including topic-specific vocabulary and literary devices, and how visual features extend meaning. They read fluently, using phonic, morphemic and grammatical knowledge to read multisyllabic words with more complex letter patterns. They create written and/or multimodal texts including stories to inform, narrate, explain or argue for audiences, relating ideas including relevant details from learnt topics, topics of interest or texts. They use text structures including paragraphs, and language features including compound sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using letters that are accurately formed and consistent in size. They spell multisyllabic words using phonic and morphemic knowledge, and high-frequency words.

Year 4 Achievement Standard

By the end of Year 4, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They use text structures to organise and link ideas. They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.

They read, view and comprehend texts created to inform, influence and/or engage audiences. They describe how ideas are developed including through characters and events, and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features including literary devices, and visual features shape meaning. They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.

They create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts. They use paragraphs to organise and link ideas.

They use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using clearly formed letters with developing fluency. They spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.

Year 5 Achievement Standard

By the end of Year 5, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop and expand on ideas and opinions, using supporting details from topics or texts. They use different text structures to organise, develop and link ideas. They use language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.

They read, view and comprehend texts created to inform, influence and/or engage audiences. They explain how ideas are developed including through characters, settings and/or events, and how texts reflect contexts. They explain how characteristic text structures support the purpose of texts. They explain how language features including literary devices, and visual features contribute to the effect and meaning of a text.

They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing and expanding on ideas with supporting details from topics or texts. They use paragraphs to organise, develop and link ideas. They use language features including complex sentences, tenses, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge.

Year 6 Achievement Standard

By the end of Year 6, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop, explain and elaborate on ideas from topics or texts. They use and vary text structures to organise, develop and link ideas. They use and vary language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.

They read, view and comprehend different texts created to inform, influence and/or engage audiences. They identify similarities and differences in how ideas are presented and developed including through characters, settings and/or events, and how texts reflect contexts. They identify how texts have similar and different text structures to reflect purpose. They explain how language features including literary devices, and visual features influence audiences. They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing, explaining and elaborating on relevant ideas from topics or texts. They use text structures and vary paragraphs to organise, develop and link ideas. They use and vary language features including sentence structures, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge. At Downlands College Junior School we explicitly teach the Learning Area of English to target:

At Downlands College Junior School we aim for our mathematical learners to have:

Mathematics

- A curious mindset that approaches the challenges of mathematical thinking with confidence.
- The ability to apply their mathematical thinking to real-world contexts
- The capacity to use mathematical language to reason and justify their thinking and calculations.

Junior Mathematics Framework

Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, algebra, measurement, space, statistics and probability. It develops the numeracy capabilities that all students need in



Mathematical Mindsets



Hands-on learning through manipulatives and real-world engagement



Mathematical Vocabulary and Cognitive Verbs



Thinking Strategies and Problem Solving

their personal, work and civic lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Mathematics has its own value and aesthetic, and the Mathematics curriculum develops students' appreciation of the power of mathematical reasoning as they develop mastery of the content in mathematics. It provides students with learning opportunities to develop mathematical proficiency, including a sound understanding of and fluency with the concepts, skills, procedures and processes needed to interpret contexts, choose ways to approach situations using mathematics, and to reason and solve problems arising from these situations.

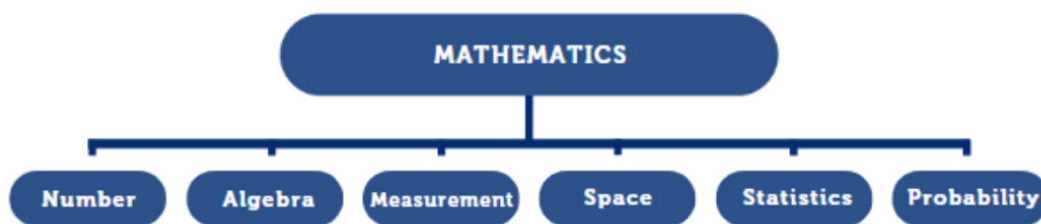


Figure 1: Mathematics content structure

Number

The Number strand develops ways of working with mental constructs that deal with correspondence, magnitude and order, for which operations and their properties can be defined. Numbers have wide-ranging application and specific uses in counting, measuring and other means of quantifying situations and objects.

Algebra

The Algebra strand develops ways of using symbols and symbolic representations to think and reason about relationships in both mathematical and real-world contexts. It provides a means for manipulating mathematical objects, recognising patterns and structures, making connections, understanding properties of operations and the concept of equivalence, abstracting information, working with variables, solving equations and generalising number and operation facts and relationships. Algebra connects symbolic, graphic and numeric representations.

Measurement

The Measurement strand develops ways of quantifying aspects of the human and physical world. Measures and units are defined and selected to be relevant and appropriate to the context. Measurement is used to answer questions, show results, demonstrate value, justify allocation of resources, evaluate performance, identify opportunities for improvement and manage results. Measurement underpins understanding, comparison and decision-making in many personal, societal, environmental, agricultural, industrial, health and economic contexts.

Space

The Space strand develops ways of visualising, representing and working with the location, direction, shape, placement, proximity and transformation of objects at macro, local and micro scales in natural and constructed worlds. It underpins the capacity to make pictures, diagrams, maps, projections, networks, models and graphics that enable the manipulation and analysis of shapes and objects through actions and the senses. This includes notions such as surface, region, boundary, curve, object, dimension, connectedness, symmetry, direction, congruence and similarity.

Statistics

The Statistics strand develops ways of collecting understanding and describing data and its distribution. Statistics provide a story, or means to support or question an argument, and enables exploratory data analysis that underpins decision-making and informed judgement. Statistical literacy requires an understanding of statistical information and processes, including an awareness of data and the ability to estimate, interpret, evaluate and communicate with respect to variation in the real world. Statistical literacy provides a basis for critical scrutiny of an argument, the accuracy of representations, and the validity and reliability of inferences and claims. The effective use of data requires acknowledging and expecting variation in the collection, analysis and interpretation of categorical and numerical variables.

Probability

The Probability strand develops ways of dealing with uncertainty and expectation, making predictions, and characterising the chance of events, or how likely events are to occur from both empirical and theoretical bases. It provides a means of considering, analysing and utilising the chance of events, and recognising random phenomena for which it is impossible to exactly determine the next observed outcome before it occurs. In contexts where chance plays a role, probability provides experimental and theoretical ways to quantify how likely it is that a particular outcome will occur or a proposition is the case. This enables students to understand contexts involving chance and to build mathematical models surrounding risk and decision-making in a range of areas of human endeavour.

Prep Achievement Standard

By the end of Foundation Year, students make connections between number names, numerals and positions in the sequence of numbers from zero to at least 20. They use subitising and counting strategies to quantify collections. Students compare the size of collections to at least 20. They partition and combine collections up to 10 in different ways, representing these with numbers. Students represent practical situations that involve quantifying, equal sharing, adding to and taking away from collections to at least 10. They copy and continue repeating patterns. Students identify the attributes of mass, capacity, length and duration, and use direct comparison strategies to compare objects and events. They sequence and connect familiar events to the time of day. Students name, create and sort familiar shapes and give their reasoning. They describe the position and the location of themselves and objects in relation to other objects and people within a familiar space. Students collect, sort and compare data in response to questions in familiar contexts.

Year 1 Achievement Standard

By the end of Year 1, students connect number names, numerals and quantities, and order numbers to at least 120. They demonstrate how one- and two-digit numbers can be partitioned in different ways and that two-digit numbers can be partitioned into tens and ones. Students partition collections into equal groups and skip count in twos, fives or tens to quantify collections to at least 120. They solve

problems involving addition and subtraction of numbers to 20 and use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and grouping, using calculation strategies. Students use numbers, symbols and objects to create skip counting and repeating patterns, identifying the repeating unit. They compare and order objects and events based on the attributes of length, mass, capacity and duration, communicating reasoning. Students measure the length of shapes and objects using uniform informal units. They make, compare and classify shapes and objects using obvious features. Students give and follow directions to move people and objects within a space. They collect and record categorical data, create one-to-one displays, and compare and discuss the data using frequencies.

Year 2 Achievement Standard

By the end of Year 2, students order and represent numbers to at least 1000, apply knowledge of place value to partition, rearrange and rename two- and three-digit numbers in terms of their parts, and regroup partitioned numbers to assist in calculations. They use mathematical modelling to solve practical additive and multiplicative problems, including money transactions, representing the situation and choosing calculation strategies. Students identify and represent part-whole relationships of halves, quarters and eighths in measurement contexts. They describe and continue patterns that increase and decrease additively by a constant amount and identify

missing elements in the pattern. Students recall and demonstrate proficiency with addition and subtraction facts within 20 and multiplication facts for twos.

They use uniform informal units to measure and compare shapes and objects. Students determine the number of days between events using a calendar and read time on an analog clock to the hour, half hour and quarter hour. They compare and classify shapes, describing features using formal spatial terms. Students locate and identify positions of features in two-dimensional representations and move position by following directions and pathways.

They use a range of methods to collect, record, represent and interpret categorical data in response to questions.

Year 3 Achievement Standard

By the end of Year 3, students order and represent natural numbers beyond 10 000. They partition, rearrange and regroup two- and three-digit numbers in different ways to assist in calculations. Students extend and use single-digit addition and related subtraction facts and apply additive strategies to model and solve problems involving two- and three-digit numbers. They use mathematical modelling to solve practical problems involving single-digit multiplication and division, recalling multiplication facts for twos, threes, fours, fives and tens, and using a range of strategies. Students represent unit fractions and their multiples in different ways. They make estimates and determine the reasonableness of financial and other calculations. Students find unknown values in number sentences involving addition and subtraction. They create algorithms to investigate numbers and explore simple patterns.

Students use familiar metric units when estimating, comparing and measuring the attributes of objects and events. They identify angles as measures of turn and compare them to right angles. Students estimate and compare measures of duration using formal units of time. They represent money values in different ways. Students make, compare and classify objects using key features. They interpret and create two-dimensional representations of familiar environments.

Students conduct guided statistical investigations involving categorical and discrete numerical data, and interpret their results in terms of the context. They record, represent and compare data they have collected. Students use practical activities, observation or experiment to identify and describe outcomes and the likelihood of everyday events explaining reasoning. They conduct repeated chance experiments and discuss variation in results.

Year 4 Achievement Standard

By the end of Year 4, students choose appropriate strategies for calculations involving multiplication and division. They recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places. Students solve simple purchasing problems. They identify and explain strategies for finding unknown quantities in number sentences. They describe number patterns resulting from multiplication. Students compare areas of regular and irregular shapes using informal units. They solve problems involving time duration. They interpret information contained in maps. Students identify dependent and independent events. They describe different methods for data collection and representation, and evaluate their effectiveness.

Students use the properties of odd and even numbers. They recall multiplication facts to 10×10 and related division facts. Students locate familiar fractions on a number line. They continue number sequences involving multiples of single-digit numbers. Students use scaled instruments to

measure temperatures, lengths, shapes and objects. They convert between units of time. Students create symmetrical shapes and patterns. They classify angles in relation to a right angle. Students list the probabilities of everyday events. They construct data displays from given or collected data

Year 5 Achievement Standard

By the end of Year 5, students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They identify and explain strategies for finding unknown quantities in number sentences involving the four operations. They explain plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. Students interpret different data sets. Students order decimals and unit fractions and locate them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals. They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles. They convert between 12- and 24-hour time. Students use a grid reference system to locate landmarks. They measure and construct different angles. Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students pose questions to gather data, and construct data displays appropriate for the data.

Year 6 Achievement Standard

By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displays for two categorical variables. They interpret secondary data displayed in the media.

Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students describe probabilities using simple fractions, decimals and percentages.

Religious Education

Downlands Junior School explicitly teaches the Religious Education Curriculum whilst integrating our College Pastoral Care Program to promote the impact on student learning, personal development and well-being. Our Religious Education program aligns with the Brisbane Catholic Education Learning and Teaching Framework and aspires to develop the religious literacy of our students, nurture their MSC faith formation and promote the personal development and well-being of each individual child.

Prep Achievement Standard

By the end of Foundation Year, students make connections between number names, numerals and positions in the sequence of numbers from zero to at least 20. They use subitising and counting strategies to quantify collections. Students compare the size of collections to at least 20. They partition and combine collections up to 10 in different ways, representing these with numbers. Students represent practical situations that involve quantifying, equal sharing, adding to and taking away from collections to at least 10.

They copy and continue repeating patterns.

Students identify the attributes of mass, capacity, length and duration, and use direct comparison strategies to compare objects and events. They sequence and connect familiar events to the time of day. Students name, create and sort familiar shapes and give their reasoning. They describe the position and the location of themselves and objects in relation to other objects and people within a familiar space. Students collect, sort and compare data in response to questions in familiar contexts.

Learning Area Overview and Key Learning Opportunities

Prep							
Term 1		Term 2		Term 3		Term 4	
Religion	Pastoral Care	Religion	Pastoral Care	Religion	Pastoral Care	Religion	Pastoral Care
What does it mean to be a Downlander?	Unit 1: Empathy and Compassion Unit 9: Curiosity and Interest Unit 12: Core Values	The life of Jesus.	Unit 3: Kindness and Connection Unit 10: Mindsets Unit 6: Self-Control	How can we love God and one another?	Unit 5: Gratitude Unit 11: Caregiving Unit 4: Emotional Intelligence	Exploring Prayer.	Unit 7: Mind Body Connection Unit 8: Physical Wellbeing Unit 2: Leadership and Teamwork

Year 1 Achievement Standard

By the end of Year 1, students make connections to their personal experience when explaining ways of living in accordance with God's plan for creation. They identify how people live safely and happily in community and in loving relationship with God. They explain how to respect the dignity and natural rights of all people, to care for all creation by responsibly using God's gift of freedom to make choices. Students relate stories from some Old Testament texts that describe God's presence and action in the lives of individuals and communities. They identify words, actions and symbols used in the Sacraments of Baptism and Eucharist to communicate God's presence and action.

Students identify the nature of Jesus' mission and ministry, as well as some similarities and differences between Gospel accounts of significant events, places and characters in the life of Jesus. They describe some aspects of Jewish daily life at the time of Jesus. They recognise some ways in which believers past and present honour Mary, Mother of Jesus, including praying the Hail Mary. Students recognise the significance of prayer in Jesus' life and in the lives of believers and participate with respect in a variety of personal and communal prayer experiences including Grace and the Hail Mary and meditative prayer practices especially closing eyes, praying with beads and music.

Learning Area Overview and Key Learning Opportunities

Year 1							
Term 1		Term 2		Term 3		Term 4	
Religion	Pastoral Care	Religion	Pastoral Care	Religion	Pastoral Care	Religion	Pastoral Care
How can we be responsible Downlanders?	Unit 1: Empathy and Compassion Unit 8: Creativity	How was God's presence reflected in Moses' life and in our Life?	Unit 4: Gratitude	How can I be a disciple of Jesus through my words, actions and attitudes?	Unit 3: Emotional Intelligence Unit 11: Character Development	The Story of Jesus' birth.	Unit 6: Physical Wellbeing

Year 2 Achievement Standard

By the end of Year 2, students identify aspects of God's nature as revealed in the Bible. They discuss ideas about God's relationship with the Jewish people as described in some Old Testament stories. They analyse teachings and actions of Jesus depicted in New Testament texts that reveal aspects of God's nature. Students make connections between Jesus' teachings and actions and the way members of the Church community live today. They pose questions about the life and times of Jesus and use sources provided to answer these questions. They make connections between Jesus' healing ministry and the Church community's celebration of the Sacrament of Penance. Students recognise the sacredness of God and all creation including human life. They identify ways in which humans respond to the call to be co-creators and stewards of God's

creation. Drawing on their own experiences, they suggest ways to pursue peace and justice out of respect for human life and all creation. Students recognise ways in which believers nurture their relationship with God, with others and with all of creation.

They recognise choices that harm an individual and their loving relationships with God, others and all creation. They explain ways in which believers seek to heal these relationships through reconciliation. They recognise that prayer and the wisdom of the saints help the believer to nurture their relationship with God, others and all creation. They participate with respect in a variety of personal and communal prayer experiences especially prayers for forgiveness including acts of contrition and Penitential Act. They participate with respect in a variety of meditative prayer practices including centred breathing and attending to posture.

Learning Area Overview and Key Learning Opportunities

Year 2							
Term 1		Term 2		Term 3		Term 4	
Religion	Pastoral Care	Religion	Pastoral Care	Religion	Pastoral Care	Religion	Pastoral Care
How can we make Downlands a peaceful and just community?	Unit 9: Curiosity and Interest	What does it mean to "Be the Heart of Jesus Today?"	Unit 5: Mind Body Connection	Why is forgiveness important in our relationships?	Unit 7: Self-Knowledge Unit: 10 Decision Making	What is my covenant with God?	Unit 2: Leadership and Teamwork

Year 3 Achievement Standard

By the end of Year 3, students express their ideas about God's relationship with people as individuals and communities. They express their ideas about God's presence and action in daily life experiences by selecting and using information, ideas and events in texts including key stories from the Torah; images of God used by the human authors of Old Testament scriptures; and prayers attributed to the saints. They express their ideas about God's presence and action in daily life experiences by selecting and using information, ideas and events about order and harmony in God's creation. Students communicate ideas about the life and teaching of Jesus. They locate and use information about the cultural contexts in which the Gospels were written and the text types used by the human authors of New Testament to communicate their ideas including the Christian belief that Jesus is the Messiah.

Students recognise how the Scriptures provide a foundation for living a moral life. They identify respect for basic human rights and acknowledgement of responsibilities, in particular for the poor and disadvantaged. Students demonstrate an understanding of the significance of Church community. They explain ways in which the Sacraments of Initiation (Baptism, Confirmation, Eucharist) welcome and strengthen members of the Church community. They describe significant people, events and features of a parish and diocese, past and present including the collaboration of clergy, religious and laity. They identify prayers of thanksgiving and prayers of praise including Glory to the Father [Glory Be] and demonstrate understanding of the significance of these forms of prayer for Christians. They participate respectfully in a variety of prayer experiences including prayers of thanksgiving, praise and the Glory Be and meditative prayer practices with mindful listening and guided meditation.

Learning Area Overview and Key Learning Opportunities

Year 3							
Term 1		Term 2		Term 3		Term 4	
Religion	Pastoral Care	Religion	Pastoral Care	Religion	Pastoral Care	Religion	Pastoral Care
Beautiful Downlanders!	Unit 1: Empathy and Compassion	Being part of an MSC Catholic Community.	Unit 4: Kindness and Connection	"Glory Be" ... Prayers of praise.	Unit 10: Mindsets Unit 9: Grit and Persistence	Images of God	Unit 11: Caregiving

Year 4 Achievement Standard

By the end of Year 4, Students explain how a reader uses knowledge of the Bible to better understand God's Word. They identify different books and text types in the Old and New Testament; use the Bible's referencing system to locate books, people, places, events and objects in the Bible. Students recognise the Christian belief that God, as Trinity, is relational in nature. They identify and explain some Scriptural passages that express God as Father, Son and Holy Spirit. Students explain the significance of community for Christians. They use different texts including the Decalogue and the wisdom of St Paul and investigate experiences of different communities including the Jewish communities in first century Palestine, early Church communities in Australia (c. 1788 CE - c. 1850 CE) and contemporary Church communities to connect ideas about the significance of

community for Christians.

They explain how free choices result in actions that affect the individual and their community. Students explain how practices and characteristics of contemporary parishes and dioceses are modelled on the mission and ministry of Jesus. They demonstrate an understanding of how the celebrations of Anointing of the Sick and Penance continue Jesus' mission and ministry in the life of the community. They use an appropriate structure to create prayers of blessing, petition and intercession, and demonstrate understanding of the significance of these forms of prayer for Christian communities. They participate respectfully in a variety of prayer experiences including prayers of blessing, petition, intercession and litanies. They participate respectfully in meditative prayer practices using praying with colour and mandalas.

Learning Area Overview and Key Learning Opportunities

Year 4							
Term 1		Term 2		Term 3		Term 4	
Religion	Pastoral Care	Religion	Pastoral Care	Religion	Pastoral Care	Religion	Pastoral Care
Beautiful Downlanders!	Unit 1: Empathy and Compassion	Being part of an MSC Catholic Community.	Unit 4: Kindness and Connection	"Glory Be" ... Prayers of praise.	Unit 10: Mindsets Unit 9: Grit and Persistence	Images of God	Unit 11: Caregiving

Year 5 Achievement Standard

By the end of Year 5, students identify ways in which faith is shared and strengthened in communities of believers, past and present. They describe ways in which believers live according to Jesus' new commandment of charity (love). They describe the significance of the wisdom writings of the saints including St Mary of the Cross MacKillop for communities of believers. They locate and record information about how pioneering Catholics in Australia (c. 1850 CE – c. 1900 CE) contributed to the preservation of faith and the shaping of particular communities including Indigenous communities. Students explain the action of the Holy Spirit in the lives of believers. They analyse information from a variety of texts including Scriptural references to the Holy Spirit and the words, symbols and actions of the Catholic Rite of Confirmation. They describe ways in which believers make and act upon informed moral choices. Students examine Mary's role as mother of Jesus and mother

of the Church. They analyse the elements and features of some Marian prayers including the Hail Mary, the Rosary and the Litany of the Mary of Nazareth to describe the role of Marian prayer in the lives of believers past and present. They use features of Gospel texts to show how the Gospel writers shaped their Gospels for particular communities. Students describe the significance of personal and communal prayer and worship including the Eucharist, the Psalms, Sabbath rituals and prayers for the lives of believers. They participate respectfully in a variety of personal and communal prayer experiences including Marian prayers especially the Hail Mary, Litany of Mary of Nazareth and the Rosary; and meditative prayer especially mantras. They participate respectfully in meditative prayer practices including praying with Rosary beads.

Learning Area Overview and Key Learning Opportunities

Year 5							
Term 1		Term 2		Term 3		Term 4	
Religion	Pastoral Care	Religion	Pastoral Care	Religion	Pastoral Care	Religion	Pastoral Care
What is your Downlands Creed?	Unit 8: Self-Knowledge	Mary in our Midst	Unit 5: Self-Control	Catholic Pioneers and Saints (6 weeks) Gospel Study	Unit 7: Resilience Unit 4: Positivity	Comparing communities of faith.	Unit 6: Mind Body Connection

Year 6 Achievement Standard

By the end of Year 6, students explain the action of the Holy Spirit in the lives of believers. They analyse information from a variety of texts, including New Testament texts and the wisdom of Australian Catholic Christians. They demonstrate an understanding of the term 'communion of saints'. Students explain how Scriptural texts describe Jesus' relationship with God the Father and with humanity by selecting and using evidence from Scriptural texts including the proclamation of Jesus as fulfilling God's promises in the Old Testament. Students identify and describe many ways in which faith is lived out in the lives of believers past and present, including Catholics in a developing Australian nation (c. 1900 CE to present).

They analyse the key messages and contexts of some Old

Testament prophets. They explain the significance of Jesus' New Law for the way believers live their faith and examine the spiritual and corporal works of mercy.

Students identify and describe many ways in which faith is celebrated in the lives of believers, past and present, including the commemoration of High Holy Days by Jewish believers; the Church's liturgical year and the celebration of Eucharist. They explain the significance of personal and communal prayer including the Our Father and the Examen and the use of meditative prayer practices especially prayer journaling for the spiritual life of believers. They participate respectfully in a variety of personal and communal prayer experiences including spiritual exercises and meditative prayer practices.

Learning Area Overview and Key Learning Opportunities

Year 6							
Term 1		Term 2		Term 3		Term 4	
Religion	Pastoral Care	Religion	Pastoral Care	Religion	Pastoral Care	Religion	Pastoral Care
How do Downlanders continue Jesus' New Law today?	Unit 10: Decision Making Unit 1: Empathy and Compassion Year 6 Leadership Workshop – Unit 3: Leadership and Teamwork CARITAS	How can I be a Modern-Day Prophet within my Catholic faith community?	Unit 11: Goal Orientation Mini-Vinnies Ozanam Young Leader Program	How are you going to live your one true life? Jewish festivals and connection with Christianity.	Unit: 2 Forgiveness Mini-Vinnies Ozanam Young Leader Program	Jesus- How do we make sense of the picture?	Unit: 9 Creativity Unit: 12 Character Development Year 7 Transition Program

Journey Groups



Journey Groups

At Downlands College in the Junior School, we value being a community of learners. This enables us to embrace working within an inquiry model of learning where we ask questions, build curiosity and share our thinking and connections to the real world. The Australian Curriculum calls for classrooms to integrate between the learning areas to generate engagement in learning, critical thinking and responsible citizenship. In the Junior Schools we embrace this integration through the model of Journey Groups. Our students journey between teachers and collaborate with a broader range of peers through the design of collaborative teaching within the learning areas of Science, HASS, Visual Arts and Technologies.

Science

Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world. Through science, we explore the unknown, investigate universal phenomena, make predictions and solve problems. Science gives us an empirical way of answering curious and important questions about the changing world we live in. Science knowledge is revised, refined and extended as new evidence arises and has proven to be a reliable basis for action in our personal, social and economic lives.

Science enables students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, science's contribution to our culture and society, and its uses in our lives. It supports students to develop the scientific knowledge, understandings and skills needed to make informed decisions about local, national and global issues, and to succeed in science-related careers.

In developing scientific literacy, students use critical and creative thinking skills, and challenge themselves to ask questions and draw evidence-based conclusions using scientific knowledge and practices. The wider benefits of scientific literacy include enabling students to engage meaningfully with contemporary issues, evaluate different points of view and make informed decisions.

Humanities and Social Sciences

The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic, business, legal and political contexts. This learning area has a historical and contemporary focus, from personal to global contexts, and considers the challenges that may occur in the future. It plays an important role in assisting students to understand global issues, and building their capacity to be active and informed citizens who understand and participate in the world.

The Humanities and Social Sciences subjects in the Australian Curriculum provide a broad understanding of the world we live in, and how people can participate as active and informed citizens with high-level skills needed now and in the future. They provide opportunities for students to develop their own personal and social learning, and to explore their perspectives as well as those of others.

Visual Arts

Visual Arts contribute to the fields of art, craft and design. Learning in, through and about these fields, students engage critically using creative processes and artistic practices to communicate and make meaning.

Visual Arts aims to develop students':

- conceptual and perceptual ideas and representations through design and inquiry processes
- knowledge and skills in using visual conventions, visual arts processes and materials
- critical and creative thinking skills through engagement with and development of visual arts practice
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences
- confidence, curiosity, imagination and enjoyment
- personal expression through engagement with visual arts practice and ways of representing and communicating.

Technologies

Technologies aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- investigate, design, plan, manage, create and evaluate solutions
- are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time
- make informed and ethical decisions about the role, impact and use of technologies in their own lives, the economy, environment and society for a sustainable future
- engage confidently with and responsibly select and manipulate appropriate technologies – tools, equipment, processes, materials, data, systems and components – when designing and creating solutions
- analyse and evaluate needs, opportunities or problems to identify and create solutions.

Specialist Learning Areas



Health & Physical Education

In the early years, priority is given to the development of movement skills, participation in physical activity, and development of safe and healthy personal practices. Students learn through exploration and play, investigating where health and movement concepts exist in their lives. They strengthen dispositions for learning including curiosity, confidence, cooperation, investigation and transfer.

Students strengthen their communication skills by identifying and applying strategies to interact respectfully with others and develop a deeper understanding of how emotions, fairness, diversity and health messages contribute to keeping themselves and others healthy and safe. As students enhance their capacity to take responsibility for their health and wellbeing, they examine health messages and factors that motivate or inhibit healthy and safe choices about physical activity and health behaviours.

Prep Achievement Standard

By the end of Foundation, students describe similarities and differences between themselves and others, and different emotions people experience. They demonstrate personal and social skills to interact respectfully with others. They identify and demonstrate protective behaviours and helpseeking

strategies to keep themselves safe. Students identify how health information can be used in their lives. Students apply fundamental movement skills to manipulate objects and space in a range of movement situations. Students identify the benefits of being physically active and how rules make play fair and inclusive.

Learning Area Overview and Key Learning Opportunities

- Movement Skills
- Health and Safety
- Fine and gross motor skills
- Confidence in a range of physical activities

Years 1 and 2 Achievement Standard

By the end of Year 2, students explain how personal qualities contribute to identities. They describe how emotional responses affect their own and others' feelings. They demonstrate skills and describe strategies required to develop respectful relationships. Students apply protective behaviours and help-seeking strategies to keep themselves

and others safe. They explain why health information is important for making choices. Students apply fundamental movement skills in different movement situations and explain how they move with objects and in space effectively. They describe factors that make physical activity beneficial. Students develop and apply rules while collaborating with others in a range of movement contexts.

Learning Area Overview and Key Learning Opportunities

- Health and Movement Concepts through exploration and play
- Strengthen dispositions of curiosity, cooperation, investigation
- Identify and apply strategies to interact respectfully
- Develop a deeper understanding of emotions, fairness, diversity.

Years 3 and 4 Achievement Standard

By the end of Year 4, students identify influences that strengthen identities and describe strategies to manage emotions, changes and transitions. They apply skills and strategies to interact respectfully with others. They describe the influences that inclusion and stereotypes have on

choices and actions. Students describe and apply protective behaviours and help-seeking strategies to keep themselves and others safe online and offline. They interpret health information to apply strategies to enhance their own and others' health, safety, relationships and wellbeing. Students apply fundamental movement skills and demonstrate movement concepts across a range of situations. They adapt movement strategies to enhance movement outcomes. Students

examine factors that influence participation and propose strategies to incorporate regular physical activity into their own and others' lives. They demonstrate

fair play and inclusion through a range of roles in movement contexts.

Learning Area Overview and Key Learning Opportunities

- Develop personal and social skills- leadership, communication, collaboration, problem-solving, persistence and decision-making
- Enhance their capacity to take responsibility for their health and well being
- Safe choices about physical activity and health behaviours
- Develop a greater proficiency across a range of fundamental movement skills

Years 5 and 6 Achievement Standard

By the end of Year 6, students explain how different factors influence identities. They propose strategies to manage emotions, developmental changes and transitions. They propose strategies to demonstrate respect, empathy and inclusion. They explain how stereotypes influence roles and responsibilities. Students explain how communication skills, protective behaviours and helpseeking strategies keep themselves and others safe online and offline. They analyse health

information to refine strategies to enhance their own and others' health, safety, relationships and wellbeing. Students refine and modify movement skills and apply movement concepts across a range of situations. They transfer movement strategies between situations and evaluate the impact on movement outcomes. Students propose strategies to promote physical activity participation that enhance health, fitness and wellbeing. They describe contributions they can make as a group and team member to support fair play and inclusion across a range of movement contexts.

Learning Area Overview and Key Learning Opportunities

- Application of movement skills and strategies
- Actively participate in a range of physical activities
- Contribute to building a healthier community
- Explore complex movement concepts
- Promote safe, equitable and fair participation for all

Languages: French

Downlands has a special relationship with France with Jules Chevalier, the founder of Downlands College, being French. Many of the buildings at Downlands College and the names of our sporting houses are French. The learning of French builds on the skills and prior learning experiences with language. Students communicate with peers, teachers, known adults and students from their own and other classes. They strengthen and extend their communication and interpersonal skills by interacting with peers in French through play-based and action-related learning. They receive extensive support through modelling, scaffolding and revisiting.

Students experience and imitate the sounds and gestures of French language. They participate in shared listening and viewing of texts that represent French and French-speaking contexts. Spoken, written and multimodal texts may include songs, conversations, picture books, stories, rhyming verse, films, animated cartoons and performances. They learn that languages and cultures are connected, and that what is familiar to one person can be new to somebody else. Students learn to interact in French to exchange information and ideas relating to their interests, school and local environment, and engage with French-speaking communities in person or via digital access. They work independently and in groups with ongoing support from modelling, and from digital and print resources

Prep Achievement Standard

By the end of the Foundation year, students use play and imagination to interact and create French texts, with support. They identify that French and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.

Years 1 and 2 Achievement Standard

By the end of Year 2, students use French language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts. Students imitate the sounds and rhythms of French and demonstrate understanding that French has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of French and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

Years 3 and 4 Achievement Standard

By the end of Year 4, students use French language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to

participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts.

Students imitate sound combinations and rhythms of French language. They demonstrate understanding that French has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in French and make comparisons between French and English. They understand that the French language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).

Years 5 and 6 Achievement Standard

By the end of Year 6, students initiate and use strategies to maintain interactions in French language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in French or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.

Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in French. They compare language structures and features in French and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.

Dance and Drama

Students are engaged through purposeful and creative play in structured activities, fostering a strong sense of wellbeing and developing their connection with and contribution to the world. They explore the arts and learn how artworks can represent the world and that they can make artworks to represent their ideas about the world. They share their artworks with peers and experience being an audience to respond to others' art making.

As they experience the arts, students draw on artworks from a range of cultures, times and locations. They explore the arts of Aboriginal and Torres Strait Islander Peoples and of the Asia region and learn that they are used for different purposes. While the arts in the local community should be the initial focus for learning, students are also aware of and interested in the arts from more distant locations and the curriculum provides opportunities to build on this curiosity. As they make and respond to the arts, students explore meaning and interpretation, and social and cultural contexts of the arts. They evaluate the use of forms and elements in artworks they make and observe.

Students build their understanding of the roles of artists and audiences. As an audience, students focus their attention on the artwork and respond to it. They consider why and how audiences respond to artworks. They develop their understanding and use of performance or technical skills to communicate intention for different audiences. They identify a variety of audiences for different arts experiences as they engage with more diverse artworks as artists and audiences.

Prep Achievement Standard

By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about

arts works they encounter at school, home and/or in the community.

Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms.

Learning Area Overview and Key Learning Opportunities

In Foundation, learning in Dance can involve students:

Dance

- developing body awareness and learning about how body bases, parts and zones are used in dance, for example exploring how different body parts move
- exploring the elements of dance: space, time, dynamics and relationships, as they make and observe dances; for example, exploring and creating movement patterns
- using fundamental movement skills and combining movements to create dance sequences that use locomotor movements (travelling); for example, walking or rolling, and non-locomotor movements (not travelling); for example, bending, melting, balancing, or being as tall or as small as they can be
- experimenting with simple technical skills such as posture or coordination, and expressive skills such as facial expression or gesture, as they select and organise movements in their own dances.

Drama

In Foundation, learning in Drama can involve students:

- discovering how they and others communicate feelings and understandings in and through drama
- exploring elements of drama such as role, situation, language and place, and drama forms such as dramatic play, process drama and/or puppetry
- accepting and participating in fictional situations
- reflecting on their drama experiences and contributing to the drama using language and/or in embodied ways

Years 1 and 2 Achievement Standard

By the end of Year 2, students identify where they experience the arts. They describe where, why and/or how people across cultures, communities and/or other contexts experience the arts.

Students demonstrate arts practices and skills across arts subjects. They create artworks in a range of forms. They share their work in informal settings.

Dance

By the end of Year 2, students identify where they experience dance. They describe where, why and/or how people across cultures, communities and/or other contexts experience

dance.

Students use the elements of dance to structure dance sequences. They demonstrate fundamental movement skills and safe dance practice. They perform their dance in informal settings.

Drama

By the end of Year 2, students identify where they experience drama. They describe where, why and/or how people across cultures, communities and/or other contexts experience drama.

Students pretend and imagine as they create roles and situations in improvised drama and/or dramatic play. They perform their drama in informal settings.

Learning Area Overview and Key Learning Opportunities

In Dance, in this band, the focus is on students:

Exploring and responding to:

- dance across cultures, communities and/or other contexts through inquiry and/or practical investigations, such as learning dances
- examples of dance choreographed and/or performed by First Nations Australians
- developing critical and creative practices and skills
- creative practices for choreography and performance using safe dance practice, fundamental movement skills, the elements of dance, imagination and processes such as improvisation
- critical practices by observing, reflecting on and responding to dance they experience, including their own dance
- creating dance sequences by selecting and combining movements that communicate ideas and intentions using fundamental movement skills, the elements of dance and imagination. Students may focus on choreographing dance sequences, or they may create work that combines dance and other arts forms, such as a dance sequence for use in a dramatic re-telling of a story
- performing/sharing dance they have learnt and/or choreographed in informal settings such as classroom presentations.

In Drama, in this band, the focus is on students:

- exploring and responding to drama across cultures, communities and/or other contexts through experiencing and participating
- examples of drama created and/or performed by First Nations Australians
- developing creative and critical practices
- creative practices for creating and performing drama, using the elements of drama such as role, situation, language, place and movement
- critical practices such as observing, reflecting on and responding to drama they experience, including their own drama
- creating drama using forms such as dramatic play, process drama, puppetry, improvisation, Readers' Theatre and/or mime and movement
- performing/sharing drama in informal settings such as classroom presentations.

Years 3 and 4 Achievement Standard

By the end of Year 4, students describe use of elements, concepts and/or conventions in arts works they create and/or experience. They describe where, why and/or how arts works are created and presented across cultures, times and/or places, and/or other contexts.

Students use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning. They present and/or perform their work in informal settings.

Dance

By the end of Year 4, students describe use of the elements of dance in dance they experience, create and/or perform. They describe where, why and/or how dance is choreographed and/or performed across cultures, times,

places and/or other contexts.

Students use the elements of dance to structure dance sequences that communicate ideas, perspectives and/or meaning. They demonstrate fundamental movement skills and safe dance practice. They perform their dance in informal settings.

Drama

By the end of Year 4, students describe use of selected elements of drama in drama they experience, create and/or perform. They describe where, why and/or how drama is created and/or performed across cultures, times, places and/or other contexts.

Students use selected elements of drama when creating drama and/or performing. They collaborate to improvise and/or devise drama that communicates ideas, perspectives and/or meaning. They perform their work in informal settings.

Learning Area Overview and Key Learning Opportunities

Dance

Exploring and responding to:

- works and experiences that showcase where, why and/or how dance is choreographed and/or performed across cultures, times, places and/or other contexts; for example, participating in dance events or learning dances choreographed for a specific purpose
- examples of dance choreographed and/or performed by First Nations Australians that communicate connection to and responsibility for Country/Place

Developing creative and critical practices and skills:

- creative practices for choreography and performance using safe dance practice, fundamental movement skills, the elements of dance, imagination and processes such as improvisation
- critical practices by observing, reflecting on and responding to dance they experience, including their own dance
- creating dance by selecting and combining movements and structuring dance sequences that communicate ideas and intentions using fundamental movement skills, the elements of dance and imagination. Students use processes such as improvisation to develop and extend ideas for their dance. They may focus on choreographing dance sequences or they may create work that combines dance and other arts forms, such as a dance sequence they will perform to accompany a song
- performing dance they have learnt and/or choreographed in informal settings, such as spaces within the school.

Drama

Exploring and responding to:

- works and experiences that showcase where, why and how drama is created, performed and used across cultures, times, places and/or other contexts; for example, participating in drama events as performer and audience
- examples of drama created and/or performed by First Nations Australians that communicate connection to and responsibility for Country/Place

Developing creative and critical practices and skills:

- creative practices for creating and performing drama using elements of drama such as role, situation, language, place, movement, character, relationships, voice and time
- critical practices for observing, reflecting on and responding to drama they experience, including their own drama
- creating drama in improvised and devised forms such as dramatic play, process drama, puppetry, improvisation, Readers' Theatre, mime and movement, and/or basic play-building
- performing drama in informal settings such as spaces within the school.

Years 5 and 6 Achievement Standard

By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience. They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. They describe how the arts are used to continue and revitalise cultures. Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or informal settings.

By the end of Year 6, students explain how the elements of dance are used in dance that they choreograph, perform and/or experience. They describe how dance from across

cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning. They describe how dance is used to continue and revitalise cultures. Students use the elements of dance and/or choreographic devices to choreograph dances that communicate ideas, perspectives and/or meaning. They demonstrate safe dance practice and use of technical, and expressive skills. They perform dances in informal and/or formal settings.

By the end of Year 6, students explain how the elements of drama are used in drama they create, perform and/or experience. They describe how drama created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning. They describe how drama is used to continue and revitalise cultures. Students work collaboratively as they combine elements of drama to shape and sustain dramatic action. They improvise and/or devise drama and/or interpret scripts. They perform their drama in informal and/or formal settings.

Learning Area Overview and Key Learning Opportunities

Dance

Exploring and responding to:

- dance from local, regional, national and global cultures, times, places and/or other contexts that shows how the elements of dance that can be used to communicate ideas, perspectives and/or meaning
- dance that showcases how First Nations Australians are continuing and revitalising cultures

Developing creative and critical practices and skills

- creative practices for choreography and performance using safe dance practice, fundamental movement skills, the elements of dance, imagination, and processes such as improvisation that allow them to extend and refine their movement capabilities
- critical practices by observing, reflecting on and responding to dance they experience, including their own dance
- creating dances by developing ideas and structuring movements to communicate their intentions as choreographers. They may focus on creating a dance work or they may create work that combines dance and another arts form, such as a dance for a media arts production
- presenting and performing dance they have learnt and/or choreographed for audiences, in available, informal and/or formal settings including, as appropriate, school-hosted digital spaces such as a school learning management system.

Drama

Exploring and responding to:

- drama from local, regional and global cultures, times, places and/or other contexts that shows how drama can be used to communicate ideas, perspectives and/or meaning
- drama that showcases ways First Nations Australians are continuing and revitalising cultures

Developing creative and critical practices and skills

- creative practices for creating and performing drama using elements of drama such as role, situation, language, place, movement, character, relationships, voice, time, tension, space, focus, contrast, mood/atmosphere and/or symbol
- critical practices such as observing, reflecting on and responding to drama they experience, including their own drama
- creating drama in improvised, devised and scripted forms such as process drama, puppetry, improvisation, Readers' Theatre, mime and movement, play-building and devising, clowning, scripted drama/script interpretation
- presenting and performing drama for audiences in available, informal and/or formal settings, including as appropriate, school-hosted digital spaces such as a school learning management system.

Music

Fostering a love of music and introducing students to performing, preparing and analysing music is our goal in the Junior School. Learning music has been associated with brain development which supports learners across learning areas and social and emotional development. Music has a strong presence in the spirit of our college and our interactions as a learning community.

Prep Achievement Standard

By the end of the Foundation year, students describe experiences, observations, ideas and/or feelings about arts works they encounter at school, home and/or in the community.

Students use play, imagination, arts knowledge, processes and/or skills to create and share arts works in different forms.

Years 1 and 2 Achievement Standard

By the end of Year 2, students identify where they experience music. They describe where, why and/or how people across cultures, communities and/or other contexts experience music.

Students demonstrate listening skills. They use the elements of music to improvise and/or compose music. They sing and play music in informal settings.

Years 3 and 4 Achievement Standard

By the end of Year 4, students describe the use of elements of music in music they compose, perform and/or experience. They describe where, why and/or how music is composed and/or performed across cultures, times, places and/or other contexts.

Students demonstrate listening skills when performing and composing. They combine the elements of music to compose music that communicates ideas. They sing and play music they have learnt and/or composed in informal settings.

Years 5 and 6 Achievement Standard

By the end of Year 6, students explain how elements of music are manipulated in music they compose, perform and/or experience. They describe how music composed and/or performed across contexts, cultures, times and/or places communicates ideas, perspectives and/or meaning. They describe how music is used to continue and revitalise cultures.

Students demonstrate listening and aural skills when composing and performing. They use elements of music and compositional devices to compose music that communicates ideas, and when practising music for a performance. They notate, document and/or record the music they compose. They perform music in formal and/or informal settings.



Downlands College

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