2-year Scope and Sequence - even year example

<table>
<thead>
<tr>
<th>Even Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme</td>
<td>Togetherness Seeing Red: Level Two Gatehouse Project</td>
<td>Australian Geography</td>
<td>Living &amp; Non-living Things + Liquids, Solids &amp; Gasses</td>
<td>Safety in Adventure &amp; Teamwork</td>
</tr>
<tr>
<td>Domain</td>
<td>Personal &amp; Social Learning</td>
<td>Humanities</td>
<td>Science</td>
<td>Health &amp; P.E. + Interpersonal Learning</td>
</tr>
<tr>
<td>VELS Focus</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Students are supported to develop relationships based on respect and the valuing of individual differences.</td>
<td>Students investigate the human and physical characteristics of their local area and other parts of Victoria and consider features of their local community that have changed over time.</td>
<td>Students identify features of living things including plants and animals.</td>
<td>Students develop their skills and strategies for getting to know and understand each other within increasingly complex situations.</td>
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</tr>
<tr>
<td>Students identify and discuss a variety of strategies for dealing with conflict and bullying.</td>
<td>They learn about settlement patterns, major land uses, communication networks, and the location and variety of national parks in Victoria. They begin to make some simple comparisons between local and other Victorian environments: natural features, climate, land use and types of human activities.</td>
<td>Students identify examples of reversible and non-reversible changes in substances.</td>
<td>They develop awareness of their role and responsibilities in various situations and interact accordingly.</td>
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<tr>
<td>Students recognise that relationships change and that positive relationships do not depend on always agreeing with one another. Students explore the implications of impulsive behaviour and identify strategies they can use to manage impulsive- ness.</td>
<td>Students begin to visualise and describe location and direction using simple grids and compass points. They learn to use atlas maps and a globe to locate and name the states and territories of Australia.</td>
<td>They use appropriate scientific vocabulary to describe and explain their observations and investigations.</td>
<td>They begin to self-evaluate and reflect on the effectiveness of the teams in which they participate.</td>
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</tbody>
</table>

Modified Intel planners were developed and implemented in 2005. When the current units of work were designed, (including those by classroom teachers and specialists) they were placed on the school intranet to allow access by all staff any time.

During each term, a planning week is held, all teams have a day to meet and consider upcoming units of work. Resources are gathered and all aspects of planning, implementing and evaluating the coming term’s program are put in place.

### Sample Unit Overview

**Unit Plan Title:** Where in the world are we???

**Curriculum-Framing Questions**

**Essential Questions:**

- **Unit Questions:** Where in the world are we???
- **Curriculum design are made.** To achieve this outcome, Planning for a differenti- ional curriculum for students with particular needs is considered within each unit of work.

**Domain:**

- **Personal & Social Learning**
- **Australian Geography**
- **Living & Non-living Things + Liquids, Solids & Gasses**
- **Health & P.E. + Interpersonal Learning**

**VESL Focus**

- **Students are supported to develop relationships based on respect and the valuing of individual differences.**
- **Students investigate the human and physical characteristics of their local area and other parts of Victoria and consider features of their local community that have changed over time.**
- **Students identify features of living things including plants and animals.**
- **Students develop their skills and strategies for getting to know and understand each other within increasingly complex situations.**

**2-year Scope and Sequence - even year example**

**Assessment is planned and moderated across all levels at Darley. Staff meet- ings are used to moderate work samples across levels. Unit meetings are used to moderate samples of work from different grades. Both paper and electronic port- folios are used to record student learning at all levels. Students are encouraged to reflect on their academic progress and goals they have set for them- selves.**

**Sample Student Assessment:**

- **Portfolio assessment tasks...**
  - **1. Map of school:** Students will work independently to create a map of the school (with the aid of a school grounds template). The task is color coded to match the related Unit or Content question.
  - **2. Venn Diagram:** Students will compare Darley to another Victorian location. They will use directional language and a map to show the two locations. Students will present their Venn diagram to the class and then glue them into their portfolios.
  - **3. ICT task:** Students will select a task that shows an element of their learning. They may work individually, with a partner or small group. Peers & teacher will use a rubric to assess ICT projects.
  - **4. KidPix:** Adventure Island task (Literacy, Numeracy and Humanities standards addressed and assessed)

**General assessment tasks:**

**Self evaluation:** students will complete a self evaluation at the end of the unit.
**Single gender classes:**
Darley has 4 single gender grades (one all girls and all boys classroom in both Gr 5 and Gr 6) and 2 mixed gender grades in the upper school. Students and their families (in consultation with staff) are given the choice of entering either a single gender or mixed gender classroom. Although the planned curriculum outcomes for students are the same, the strategies within these single gender classrooms are designed to cater for the particular learning styles of the students. The students and teachers involved are highly enthusiastic about the approach, but comparative academic results are not yet available.

**Maths:**
The Maths Talent Quest is a strong driver for exploring maths in an integrated manner across the school. The projects encourage student’s interests while developing associated mathematical concepts. Skills are taught in designated maths sessions (1 hour per day) so that students develop a toolbox of skills to support their Maths Talent Quest entries.

**Social Competencies:**
One aspect of Darley’s Social Competencies Program are Baraza Groups. Baraza—is the Swahili word for ‘meeting place’. There are 24 mixed P-6 groups named from many different languages describing ‘family or friend’. 2 staff members work with each group, including admin staff. The groups meet for 40 mins weekly to explore the ‘Value of the Week’ beginning with the school’s 7 core values.

WHY: Darley PS believes that “At the heart of learning are the relationships between us”. Without effective relationships, learning and well being cannot occur. The school places a strong emphasis on Social Competencies. Darley PS enjoys the strong community support it receives. There is a continual emphasis on building ‘connectedness’ for all students in a growing school population.

Planning: Welfare Team plans a range of activities related to the value of the week and posts them on the intranet. Teachers are also encouraged to contribute their own ideas and provide feedback on Baraza sessions.

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**Literacy:**
Reading Circles occur each morning in all classrooms P-6. Mixed ability groups are formed within each year level. Reading to each other from class books or personal choice is an daily expectation. Parents often attend Reading Circles. The Reading Circles provide assessment opportunities for roving teachers and is another aspect of the ‘Social Competencies’ focus of the school. Further literacy sessions are scheduled for 2 hours per day P-6.

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**Sample Grade 5/6 Timetable**

<table>
<thead>
<tr>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THURS</th>
<th>FRI</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00 – 11.00am</td>
<td>Assembly</td>
<td>Reading Circles</td>
<td>Reading Circles</td>
<td>Library</td>
</tr>
<tr>
<td>11.00 – 11.30am</td>
<td>Reading Circles</td>
<td>Writing</td>
<td>Writing</td>
<td>Writing</td>
</tr>
<tr>
<td>11.30 – 1.30pm</td>
<td>Writing</td>
<td>Maths</td>
<td>Maths</td>
<td>Baraza Groups</td>
</tr>
<tr>
<td>1.30 – 2.15pm</td>
<td>Class Novel</td>
<td>Clubs or SEPEP (cricket)</td>
<td>Class Novel</td>
<td>Unfinished work &amp; Free choice activities</td>
</tr>
<tr>
<td>2.15 – 3.15pm</td>
<td>Integrated Studies</td>
<td>Integrated Studies</td>
<td>Integrated Studies</td>
<td>Integrated Studies</td>
</tr>
</tbody>
</table>

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**DARLEY PRIMARY SCHOOL THINKING SKILLS CONTINUUM**

**Grade 5**
Blooms Taxonomy

* Remembering/understanding/applying
* Creating
* Evaluation
* Analysing

* A range of higher and lower order questions including:

**Grade 6**
Creative Problem Solving & Graphic Organisers

* Decision Making
* CPS Process
* Action Planning

* A range of different ways of organising thinking eg
* The Matrix
* Consequence wheel
* Mind Maps

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**Planning:**
ICT use is evident in both general and assessment tasks – students are encouraged to explore different ways to represent their learning. Thinking Skills are also explicitly stated in a scope and sequence document, with each year level having a responsibility to developing certain, pre-determined Thinking Skill with students.