

Strands	Domains	Dimensions	Learning focus	Standards
<b>Physical, Personal and Social learning</b>	Interpersonal Development	Working in teams	<ul style="list-style-type: none"> <li>students explore a range of contexts, both within and beyond school, in which individuals are required to work effectively as part of a team.</li> <li>working in different teams, students complete tasks of varying length and complexity.</li> </ul>	<ul style="list-style-type: none"> <li>students work effectively in different teams and take on a variety of roles.</li> <li>students work cooperatively to allocate tasks and develop timelines.</li> <li>students accept responsibility for their role and tasks.</li> </ul>
	Personal Learning	The individual learner	<ul style="list-style-type: none"> <li>students continue to develop individual learning preferences and skills.</li> <li>students identify the many contexts in which learning occurs both within and beyond school.</li> </ul>	<ul style="list-style-type: none"> <li>students demonstrate the ability to learn independently and with peers, and respond positively to, and act upon, constructive feedback.</li> <li>students actively contribute to the creation of a positive learning environment.</li> </ul>
<b>Discipline based learning</b>	English	Speaking & Listening	<ul style="list-style-type: none"> <li>students engage in exploratory talk to share and clarify their ideas, to formulate simple arguments and to seek the opinions of others.</li> </ul>	<ul style="list-style-type: none"> <li>when listening, they identify the main idea and supporting details of spoken texts and summarise them for others.</li> </ul>
	Humanities	Economic	<ul style="list-style-type: none"> <li>students learn about the nature of the economic problem (scarcity): that is, that our needs and wants are unlimited but the resources available to satisfy these wants are limited.</li> <li>students explore how the community defines, classifies and uses resources</li> </ul>	
		Geography	<ul style="list-style-type: none"> <li>using an inquiry-based approach, students explore environmental issues and consider possible solutions to current and future challenges</li> <li>students participate in fieldwork using simple techniques, for example, collecting and recording data on how the human and physical characteristics, of a selected site are changing or have changed.</li> <li>students explore effective ways to care for local places, and initiate and participate in an action on an environmental issue.</li> </ul>	<ul style="list-style-type: none"> <li>students compare the various way humans have used and affected the Australian environment.</li> <li>students collect, record and describe data obtained through field study surveys and measurements to form conclusions about the use of resources.</li> </ul>
Mathematics	Working mathematically	<ul style="list-style-type: none"> <li>students identify situations in everyday life where estimates of numbers and computations are considered appropriate, and investigate the methods used to make these estimates.</li> </ul>	<ul style="list-style-type: none"> <li>when using estimates of numbers in computation, students apply strategies appropriate for the situation, in particular, mental computations.</li> </ul>	

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	Science	Science Knowledge & understanding	<ul style="list-style-type: none"> <li>students develop a more systematic knowledge of science and science concepts.</li> <li>students begin to explore the concepts of relationship, cause, models and systems.</li> </ul>	<ul style="list-style-type: none"> <li>students classify a range of materials.</li> <li>students describe natural physical and biological conditions, and human influences in the environment, which affect the survival of living things.</li> <li>students identify and describe the structural features of plants and animals that operate together to form systems.</li> </ul>
		Science at work	<ul style="list-style-type: none"> <li>students relate scientific ideas to their own experiences, interests and concerns, and to a variety of personal and community uses of science.</li> </ul>	<ul style="list-style-type: none"> <li>students describe the interactions between living things and their environment.</li> <li>students use appropriate scientific vocabulary to describe and explain their observations and investigations.</li> <li>students explain how scientific knowledge is used, or could be used, to deal with a social issue or problem.</li> </ul>
			<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
			<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

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<b>Interdisciplinary learning</b>	Communication	Listening, viewing & responding	<ul style="list-style-type: none"> <li>students listen attentively when required and learn to respond and interject appropriately.</li> </ul>	
	Design, Creativity & Technology	Investigating & designing	<ul style="list-style-type: none"> <li>students generate ideas from a variety of sources, and recognise that their designs have to meet a range of different requirements.</li> </ul>	<ul style="list-style-type: none"> <li>students generate ideas based on a design brief, recognising that designs have to meet a range of different requirements.</li> </ul>
		Analysing & evaluating	<ul style="list-style-type: none"> <li>students give and receive feedback about their own and others' products and systems.</li> </ul>	<ul style="list-style-type: none"> <li>students consider how well a design functions and how well it suits the intended purpose.</li> </ul>
	Thinking	Reasoning, processing & inquiry	<ul style="list-style-type: none"> <li>students explore aspects of their natural, constructed and social world, wondering and developing questions about it.</li> <li>students begin to categorise knowledge and ideas, identify patterns, and form generalisations.</li> </ul>	<ul style="list-style-type: none"> <li>students collect and organise ideas from a range of sources to answer their own and others' questions.</li> <li>students apply thinking strategies to organise information and concepts in a variety of contexts, including problem-solving activities.</li> </ul>
			Creativity	<ul style="list-style-type: none"> <li>with thinking tools to assist them, students begin to ask more focused and clarifying questions.</li> <li>students participate in a variety of investigations and problem-solving activities that encourage them to experiment with a range of creative solutions.</li> </ul>
		Reflection, evaluation & metacognition	<ul style="list-style-type: none"> <li>students continue to reflect regularly on their thinking, learning to verbally describe their thinking processes.</li> </ul>	<ul style="list-style-type: none"> <li>students identify strategies they use to organise their ideas, and use appropriate language to explain their thinking</li> </ul>