



## Curriculum Framework Policy

### STATEMENT

The curriculum is a statement of the purpose of schooling. It covers all the arrangements the school makes for students' development and learning. It includes the course content, student activities, teaching approaches, the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources. The provision of a guaranteed and viable curriculum is one of the factors that has most impact on student learning.

Our school understands that successful learning is more likely when individual learners are given learning opportunities appropriate to their current levels of achievement and learning needs (Vygotsky 2013). To achieve this, the school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and inclusive curriculum. Enabling students' progress along this learning continuum is the fundamental role of teachers and schools.

### GUIDELINES (DEPARTMENT OF EDUCATION AND TRAINING)

- A high quality curriculum is a set of progressions that define increasingly complex knowledge, skills and concepts grouped by learning areas and capabilities
- The curriculum is what is to be taught and learnt providing a necessary framework for decisions about the structure of the teaching and learning program at each level of whole school, curriculum area, individual year level and units of work
- It enables teachers to identify the point of learning progression of each individual student and to plan for the appropriate next steps in learning
- Engaging in this learning process is the responsibility of the students
- Enabling students' learning progress is the role of the teachers and schools.
- Students learning is produced, shaped and affected by four connected components – what will be taught (curriculum), how it will be taught (pedagogy), how well a student has learnt the content (assessment) and where a student is on the learning continuum (reporting)
- The Victorian Curriculum F-10 design provides a structure for a curriculum that includes both discipline-based learning areas and capabilities
- The Victorian Curriculum provides a curriculum design that identifies the knowledge and skills that are important for effective citizenship and social engagement
- The curriculum will focus on five areas in Prep to Year two: English, Mathematics, The Arts, Health and Physical Education and Personal and Social Capability. A learning program that draws on the curriculum areas of Humanities, Languages, Science, Technologies, Critical and Creative Thinking, Ethical Capability and Intercultural Capability
- Schools then broaden their focus and ensure that in each two-year band of schooling at the Breadth stage (Years 3–8) student learning includes each of the curriculum areas, with a structured teaching and learning program in English, Mathematics and Science; substantial attention on Health and Physical Education, a Languages program, a Humanities program over a two year band of schooling; an Arts program; a Technologies program over a two year band of

schooling; a learning program that includes in each two year band of schooling each of the capabilities (Critical and Creative Thinking, Ethical, Intercultural, Personal and Social Capability)

- Aboriginal and Torres Strait Islander histories and cultures is provided through thematic learning that enables students to make connections and understandings of this fundamental component of Australian history and culture
- Asia and Australia's place in Asia, as well as Sustainability are also embedded in the curriculum of the learning areas

## IMPLEMENTATION

The school uses the Victorian teaching and learning model, which brings the framework for improving student outcomes (FISO) into the classroom. When planning curriculum, we focus on high impact improvement initiatives and drive these initiatives through evidence-based decisions about teaching and learning.

When developing our curriculum planning...

- We place student needs at the centre of program planning and delivery
- We collaboratively design and implement a scope and sequence of learning
- We regularly review and update learning programs in line with whole school curriculum plans

To develop our students academically, socially, emotionally, physically and creatively, we...

- encourage students to be active community members
- value learning growth, celebrate success and foster care and empathy
- ensure that our school is a place where we can all feel safe, take appropriate learning risks and learn how to succeed through correct participation.
- understand that student engagement and school connectedness underpin effective learning.
- understand that the wellbeing of our students is central to our role as a school
- value and encourage student individuality and diversity.
- develop happy, confident and successful children
- develop life skills for the 21st century
- embed a sustained and continuous improvement ethos in all areas
- strive for excellence in an educational context that effectively engages and personalises learning to meet the diverse and complex needs of all learners in the 21st Century
- build staff efficacy through commitment to professional development, effective pedagogy and enhanced collaboration and team work
- deepen learning through a range of camps and excursion initiatives
- participate in district sport competitions

The school has developed an assessment schedule followed by all classroom teachers in the ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about learners' progress and achievement to improve learning. The data analysed regularly by teachers in their curriculum planning includes a suite of year level assessments including NAPLAN and an analysis of school performance data including student, staff and parent surveys.

Our school shares student progress to parents/carers by writing individual student reports twice a year and two formal parent/teacher interviews (attended by students if they wish).

Our school reports to the local community via our annual report, providing a concise summary of the school's achievements and progress. The annual report is uploaded on our website, along with other communication and information.

## COMMUNICATION

This policy will be available on Maldon Primary School's website so that parents and other members of the school community can easily access information about Maldon Primary School's curriculum.

## REVIEW AND APPROVAL

Policy last reviewed	October 2021
Approved by	Principal
Next scheduled review date	October 2024

See [Appendix 1](#) for the two year whole school curriculum plan and learning area time allocation

# Maldon P.S. (odd) YEAR PLANNER

# Whole School Curriculum Planner

Term	Maths	English	Inquiry/ Social Learning / Healthy Lifestyles	Extra-curricula												
<p><b>Term 1</b></p> <p><b>Labour Day</b></p>	<p><b>Prep/1:</b> <i>Number Sense, Location and Transformation, Number and Place Value (Numbers to 20 and beyond), Shape (2D), Using units of measurement (time, sequencing, duration, days)</i></p> <p><b>2/3:</b> <i>Number and Place Value (numbers to at least 1000), Number and Place Value (addition and subtraction), Using units of Measurement (length, area), Shapes (2D)</i></p> <p><b>4/5:</b> <i>Number and Place Value, Fractions and Decimals, Patterns and Algebra, Using units of measurement (time)</i></p> <p><b>6:</b> <i>Number and Place Value (composite, square, factors), Fractions and Decimals, Number and Place Value (4 operations)</i></p>	<p><b>Prep/1:</b> <i>Unit 1 - Establishing Reading and Writing Workshops, Recount (Diary/Literary Retelling).</i></p> <p><i>Unit 2 - Persuasive</i></p> <p><b>2/3:</b> <i>Unit 1 - Establishing Reading and Writing Workshops, Recount (Literary Retelling/Imaginative Retelling).</i></p> <p><i>Unit 2 – Persuasive (Posters, Slogans, Letters)</i></p> <p><b>4/5:</b> <i>Unit 1 - Establishing Reading and Writing Workshops, Recount (Biography).</i></p> <p><i>Unit 2 - Persuasive texts (Advertisements, Letters, Discussions)</i></p> <p><b>6:</b> <i>Unit 1 - Establishing Reading and Writing Workshops, Recount (Autobiography).</i></p> <p><i>Unit 2 - Persuasive texts (Letters, Discussions, Debating)</i></p>	<p><b>Whole School Topic – Me &amp; Us (Civics and Citizenship)</b>  <b>Enduring Understandings – Maldon PS Values and Who we are (as leaders)</b></p> <table border="1" data-bbox="1070 379 1749 659"> <thead> <tr> <th></th> <th><b>Civics &amp; Citizenship</b></th> <th><b>RRRR</b></th> </tr> </thead> <tbody> <tr> <td><b>Prep/1:</b></td> <td>R-E-S-P-E-C-T</td> <td rowspan="4"><b>Topic 1:</b> Emotional Literacy <b>Topic 2:</b> Personal Strengths</td> </tr> <tr> <td><b>2/3:</b></td> <td>R-E-S-P-E-C-T</td> </tr> <tr> <td><b>4/5:</b></td> <td>You Gotta Fight For Your Right</td> </tr> <tr> <td><b>6:</b></td> <td>Is Fair Fair?</td> </tr> </tbody> </table>		<b>Civics &amp; Citizenship</b>	<b>RRRR</b>	<b>Prep/1:</b>	R-E-S-P-E-C-T	<b>Topic 1:</b> Emotional Literacy <b>Topic 2:</b> Personal Strengths	<b>2/3:</b>	R-E-S-P-E-C-T	<b>4/5:</b>	You Gotta Fight For Your Right	<b>6:</b>	Is Fair Fair?	<p><b>Start-up program (8 days)</b>  <i>Developing Our Learning Culture</i>  <b>Division Swimming</b>  <b>NDA - No Bullying Day and Harmony Day combined</b>  <b>NAPLAN Prac Test</b>  <b>Cross Country Gr 3-6</b></p>
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<b>Term 3</b>	<p><b>Prep/1:</b> <i>Number Sense, Location and Transformation, Number and Place Value (Doubles and Near doubles), Number and Place Value (Multiplication and Division), Fractions, Using units of measurement (Mass/Capacity), Using units of measurement (Time – clocks), Chance</i></p> <p><b>2/3:</b> <i>Fractions and Decimals, Using units of measurement (measure, order, compare), Geometric reasoning, Using units of measurement (mass, volume, capacity), Shape (3D)</i></p> <p><b>4/5:</b> <i>Number and Place Value, Patterns and Algebra, Fractions and Decimals, Shape, Using Units of measurement, Chance, Data Representation and Interpretation</i></p> <p><b>6:</b> <i>Fractions and Decimals, Chance, Patterns and Algebra, Location and Transformation</i></p>	<p><b>Prep/1:</b> <i>Unit 5 – Poetry</i> <i>Unit 6 - Procedure</i></p> <p><b>2/3:</b> <i>Unit 5 – Poetry</i> <i>Unit 6 - Procedure</i></p> <p><b>4/5:</b> <i>Unit 5 – Poetry</i> <i>Unit 6 - Procedure</i></p> <p><b>6:</b> <i>Unit 5 – Poetry</i> <i>Unit 6 - Procedure</i></p>	<p><b>Whole School Topic – Design, Innovation and Creativity (Design Technology)</b></p> <p><b>Enduring Understandings – How we express ourselves &amp; How we organise ourselves</b></p> <table border="1" data-bbox="1070 220 1756 517"> <tr> <td></td> <td><b>Design Technology</b></td> <td><b>RRRR</b></td> </tr> <tr> <td><b>Prep/1:</b></td> <td>Another brick in the wall</td> <td rowspan="4"><b>Topic 5:</b> Stress Management <b>Topic 6:</b> Help seeking</td> </tr> <tr> <td><b>2/3:</b></td> <td>Another brick in the wall</td> </tr> <tr> <td><b>4/5:</b></td> <td>It went zip when it moved</td> </tr> <tr> <td><b>6:</b></td> <td>Mind Your Business/Earn and learn</td> </tr> </table>		<b>Design Technology</b>	<b>RRRR</b>	<b>Prep/1:</b>	Another brick in the wall	<b>Topic 5:</b> Stress Management <b>Topic 6:</b> Help seeking	<b>2/3:</b>	Another brick in the wall	<b>4/5:</b>	It went zip when it moved	<b>6:</b>	Mind Your Business/Earn and learn	<p><b>Japanese Day- in school?</b></p> <p><b>Olympics</b></p> <p><b>Athletics Carnival</b></p> <p><b>Prep 4 Puberty</b></p> <p><b>Kinder and P/1 Incursion</b></p> <p><b>Gr 5/6 Camp</b></p> <p><b>Education Week</b></p> <p><b>Tennis Hot Shots Gr 3-6</b></p> <p><b>Father's Day</b></p> <p><b>NAIDOC Week</b></p> <p><b>Gr 3/4 Camp</b></p>
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<p><b>Term 4</b></p> <p><b>Remembrance Day</b></p> <p><b>Melb Cup</b></p>	<p><b>Prep/1:</b> <i>Number Sense, Money and financial maths, Number and Place Value (revisit numbers to 100), Patterns and Algebra, Location and Transformation (mapping), Data Representation and Interpretation</i></p> <p><b>2/3:</b> <i>Number and Place Value, Number and Place Value (multiplication and division), Patterns and Algebra, Data Representation and Interpretation</i></p> <p><b>4/5:</b> <i>Number and Place Value, Money and Financial Mathematics, Location and Transformation, Geometric Reasoning, Data Representation and Interpretation</i></p> <p><b>6:</b> <i>Money and financial maths, Number and Place Value, Using units of measurement, Shape (3D and volume, capacity), Using units of measurement (timetables, elapsed, 24hr)</i></p>	<p><b>Prep/1:</b> <i>Unit 7 - Explanation</i> <i>Unit 8 – Open Cycle/Multi Genre Text Type</i></p> <p><b>2/3:</b> <i>Unit 7 - Explanation</i> <i>Unit 8 – Open Cycle/Multi Genre Text Type</i></p> <p><b>4/5:</b> <i>Unit 7 - Explanation</i> <i>Unit 8 – Open Cycle/Multi Genre Text Type, Remembrance Day writing competition</i></p> <p><b>6:</b> <i>Unit 7 - Explanation</i> <i>Unit 8 – Remembrance Day writing competition, School Magazine, Graduation</i></p>	<p><b>Whole School Topic – Sustainability (Geography and Science)</b> <b>Enduring Understandings – Sharing the Planet and How the World Works</b></p> <table border="1" data-bbox="1070 188 1758 475"> <tr> <td></td> <td><b>Science – Biological</b></td> <td><b>RRRR</b></td> </tr> <tr> <td><b>Prep/1:</b></td> <td>Staying Alive</td> <td rowspan="4"><b>Topic 7:</b> Gender &amp; Identity <b>Topic 8:</b> Positive gender relations</td> </tr> <tr> <td><b>2/3:</b></td> <td>Staying Alive</td> </tr> <tr> <td><b>4/5:</b></td> <td>Shake Rattle and Roll</td> </tr> <tr> <td><b>6:</b></td> <td>Get me off this rock – Watch this space</td> </tr> </table>		<b>Science – Biological</b>	<b>RRRR</b>	<b>Prep/1:</b>	Staying Alive	<b>Topic 7:</b> Gender & Identity <b>Topic 8:</b> Positive gender relations	<b>2/3:</b>	Staying Alive	<b>4/5:</b>	Shake Rattle and Roll	<b>6:</b>	Get me off this rock – Watch this space	<p><b>Gr 1/2 Camp</b></p> <p><b>Children’s Day</b></p> <p><b>Kickball P-2</b></p> <p><b>Market Day fundraiser</b></p> <p><b>T20 cricket Gr 3-6</b></p> <p><b>Swimming Program December</b></p> <p><b>Let’s Ride Gr 3-6</b></p> <p><b>Race the Train fundraiser</b></p>
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<b>Term 3</b>	<p><b>Prep/1:</b> <i>Number Sense, Location and Transformation, Number and Place Value (Doubles and Near doubles), Number and Place Value (Multiplication and Division), Fractions, Using units of measurement (Mass/Capacity), Using units of measurement (Time – clocks), Chance</i></p> <p><b>2/3:</b> <i>Fractions and Decimals, Using units of measurement (measure, order, compare), Geometric reasoning, Using units of measurement (mass, volume, capacity), Shape (3D)</i></p> <p><b>4/5:</b> <i>Number and Place Value, Patterns and Algebra, Fractions and Decimals, Shape, Using Units of measurement, Chance, Data Representation and Interpretation</i></p> <p><b>6:</b> <i>Fractions and Decimals, Chance, Patterns and Algebra, Location and Transformation</i></p>	<p><b>Prep/1:</b> <i>Unit 5 – Poetry</i> <i>Unit 6 - Procedure</i></p> <p><b>2/3:</b> <i>Unit 5 – Poetry</i> <i>Unit 6 - Procedure</i></p> <p><b>4/5:</b> <i>Unit 5 – Poetry</i> <i>Unit 6 - Procedure</i></p> <p><b>6:</b> <i>Unit 5 – Poetry</i> <i>Unit 6 - Procedure</i></p>	<p><b>Whole School Topic – Science</b> <b>Enduring Understandings – How do things move and change and Why do things change?</b></p> <table border="1" data-bbox="1070 188 1756 451"> <tr> <td></td> <td><b>Science</b></td> <td><b>RRRR</b></td> </tr> <tr> <td><b>Prep/1:</b></td> <td>I like to move it, move it</td> <td rowspan="4"><b>Topic 5:</b> Stress Management <b>Topic 6:</b> Help seeking</td> </tr> <tr> <td><b>2/3:</b></td> <td>I like to move it, move it</td> </tr> <tr> <td><b>3/4:</b></td> <td>What makes things change?</td> </tr> <tr> <td><b>5/6:</b></td> <td>Changing For You</td> </tr> </table>		<b>Science</b>	<b>RRRR</b>	<b>Prep/1:</b>	I like to move it, move it	<b>Topic 5:</b> Stress Management <b>Topic 6:</b> Help seeking	<b>2/3:</b>	I like to move it, move it	<b>3/4:</b>	What makes things change?	<b>5/6:</b>	Changing For You	<p><b>Japanese Day- in school?</b> <b>Athletics Carnival</b> <b>NAIDOC Week</b> <b>Prep 4 Puberty</b> <b>Science Week</b> <b>Tennis Hot Shots Gr 3-6</b> <b>Father’s Day</b> <b>Gr 3/4 Camp</b></p>
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<p><b>Term 4</b></p> <p><b>Remembrance Day</b></p> <p><b>Melb Cup</b></p>	<p><b>Prep/1:</b> <i>Number Sense, Money and financial maths, Number and Place Value (revisit numbers to 100), Patterns and Algebra, Location and Transformation (mapping), Data Representation and Interpretation</i></p> <p><b>2/3:</b> <i>Number and Place Value, Number and Place Value (multiplication and division), Patterns and Algebra, Data Representation and Interpretation</i></p> <p><b>4/5:</b> <i>Number and Place Value, Money and Financial Mathematics, Location and Transformation, Geometric Reasoning, Data Representation and Interpretation</i></p> <p><b>6:</b> <i>Money and financial maths, Number and Place Value, Using units of measurement, Shape (3D and volume, capacity), Using units of measurement (timetables, elapsed, 24hr)</i></p>	<p><b>Prep/1:</b> <i>Unit 7 - Explanation</i> <i>Unit 8 – Open Cycle/Multi Genre Text Type</i></p> <p><b>2/3:</b> <i>Unit 7 - Explanation</i> <i>Unit 8 – Open Cycle/Multi Genre Text Type</i></p> <p><b>4/5:</b> <i>Unit 7 - Explanation</i> <i>Unit 8 – Open Cycle/Multi Genre Text Type, Remembrance Day writing competition</i></p> <p><b>6:</b> <i>Unit 7 - Explanation</i> <i>Unit 8 – Remembrance Day writing competition, School Magazine, Graduation</i></p>	<p><b>Whole School Topic – Open Cycle</b></p> <p><b>This could include elements of Design and Tech or Digital Technology, Economics (Gr 5/6)</b></p> <table border="1" data-bbox="1077 225 1758 507"> <tr> <td></td> <td><b>Open Cycle</b></td> <td><b>RRRR</b></td> </tr> <tr> <td><b>Prep/1:</b></td> <td></td> <td rowspan="4"><b>Topic 7:</b> Gender &amp; Identity <b>Topic 8:</b> Positive gender relations</td> </tr> <tr> <td><b>2/3:</b></td> <td></td> </tr> <tr> <td><b>3/4:</b></td> <td></td> </tr> <tr> <td><b>5/6:</b></td> <td></td> </tr> </table>		<b>Open Cycle</b>	<b>RRRR</b>	<b>Prep/1:</b>		<b>Topic 7:</b> Gender & Identity <b>Topic 8:</b> Positive gender relations	<b>2/3:</b>		<b>3/4:</b>		<b>5/6:</b>		<p><b>Gr 1/2 Camp</b></p> <p><b>Children’s Day</b></p> <p><b>Kickball P-2</b></p> <p><b>Market Day fundraiser</b></p> <p><b>T20 cricket Gr 3-6</b></p> <p><b>Swimming Program December</b></p> <p><b>Let’s Ride Gr 3-6</b></p>
	<b>Open Cycle</b>	<b>RRRR</b>														
<b>Prep/1:</b>		<b>Topic 7:</b> Gender & Identity <b>Topic 8:</b> Positive gender relations														
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<b>3/4:</b>																
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**LEARNING AREAS**

- The Arts
  - Dance
  - Drama
  - Media Arts
  - Music
  - Visual Arts
  - Visual Communication Design
- English
- Health and Physical Education
- The Humanities
  - Civics and Citizenship
  - Economics and Business
  - Geography
  - History
- Languages
- Mathematics
- Science
- Technologies
  - Design and Technologies
  - Digital Technologies

**CAPABILITIES**

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

Learning Area	Hours allocated per week	
	Grade Prep-2	Grade 3-6
English	10 hours	10 hours
Mathematics	5.5-6 hours	5.5-6 hours
Health and Physical Education (including Respectful Relationships)	2 hours	3 hours (1 ½ hours of Health/Physical Education and 1 ½ hours of Sport)
The Arts	2 hours (also integrated in English and PE)	2 hours (also integrated in English and PE)
Humanities/Science	2 hours (also integrated in English)	2 hours (also integrated in English)
Technologies	Integrated within learning areas	Integrated within learning areas
Languages	1 hour	1 hour
<b>Capabilities</b>		
Personal and Social Capability	2 hours	Integrated within learning areas
Ethical	Integrated within learning areas	
Intercultural	Integrated within learning areas	
Critical and Creative Thinking	Integrated within learning areas	