

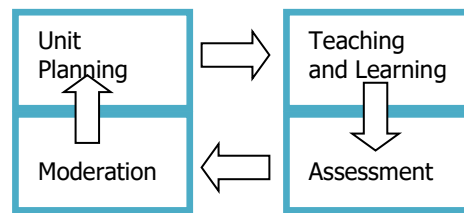
SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4
<b>ENGLISH V9</b> <ul style="list-style-type: none"> <li>Language</li> <li>Literature</li> <li>Literacy</li> </ul>	<b>U1 Sharing Thoughts &amp; Feelings</b> Students share ideas about familiar imaginative stories with peers.	<b>U2 Exploring Informative Texts</b> Students read, view and comprehend simple informative texts and create short written informative texts, using words and images, about a topic.	<b>U3 Exploring &amp; Sharing Experiences</b> Students create short spoken texts to retell experiences.	<b>U4 Exploring Imaginative Texts</b> Students read, view and comprehend imaginative texts and create a short written texts to retell familiar stories.
<b>MATHEMATICS V9</b> <ul style="list-style-type: none"> <li>Number and Algebra</li> <li>Measurement and Space</li> <li>Statistics and Probability</li> </ul>	<b>Number &amp; Algebra Space Statistics</b>	<b>Number Measurement</b>	<b>Number Space Measurement</b>	<b>Number &amp; Algebra Probability</b>
<b>SCIENCE</b> <ul style="list-style-type: none"> <li>Science Understanding</li> <li>Science Inquiry Skills</li> <li>Science as a Human Endeavour</li> </ul>	<b>U3 Weather watch (PC Weather in my world)</b> Earth and Space Science	<b>U1 Our living world (PC Staying alive)</b> Biological Science	<b>U2 Our material world (PC What's it made of?)</b> Chemical Science	<b>U4 Move it, move it (On the move)</b> Physical Science
<b>Humanities and Social Sciences</b> <ul style="list-style-type: none"> <li>Knowledge and understanding</li> <li>Inquiry and skills</li> </ul>	<b>U1 My family history</b> What is my history and how do I know? How can stories of the past be told and shared? What stories do other people tell about the past?		<b>U2 My special places</b> What are places like?	
<b>TECHNOLOGIES</b> (including STEM (Science, Technology, Engineering, Maths)) <ul style="list-style-type: none"> <li>Digital</li> <li>Design</li> </ul>	<b>Digital Technologies:</b> recognising and exploring digital systems (not assessed) <b>Design Technologies:</b> generate, develop and record design ideas through describing, drawing and modelling (not assessed)  <b>STEM</b> Direction: Robot Mouse (not assessed)	<b>Digital Technologies:</b> recognising and exploring digital systems (not assessed) <b>Design Technologies:</b> generate, develop and record design ideas through describing, drawing and modelling (not assessed)  <b>STEM</b> Direction/Story Telling: Blu Bots (not assessed)	<b>Digital Technologies:</b> recognising and exploring digital systems (not assessed) <b>Design Technologies:</b> generate, develop and record design ideas through describing, drawing and modelling (not assessed)  <b>STEM</b> Block Coding: Sphero (not assessed)	<b>Digital Technologies:</b> recognising and exploring digital systems (not assessed) <b>Design Technologies:</b> generate, develop and record design ideas through describing, drawing and modelling (not assessed)  <b>STEM</b> Block Coding – Scratch Jnr & Fine Motor Skills (Code.org); stop motion (not assessed)
<b>THE ARTS</b> <ul style="list-style-type: none"> <li>Performing Arts</li> <li>Music</li> </ul>	<b>Music</b> Let's make music! (school-based unit) Introduction to Music (not assessed)  <b>Performing Arts</b> Dance: Shape Dance (not assessed)	<b>Music</b> Let's make music! (school-based unit) Introduction to Music (not assessed)  <b>Performing Arts</b> Dance: Animal Groove (not assessed)	<b>Music</b> Unit 1 Let's sing and play together (not assessed)  <b>Performing Arts</b> Drama: Poetry Alive (not assessed)	<b>Music</b> Unit 1 Let's sing and play together (not assessed)  <b>Performing Arts</b> Drama: Louisa May Pickett's Best Show and Tell Ever! (not assessed)
<b>HEALTH AND PHYSICAL EDUCATION</b> <ul style="list-style-type: none"> <li>Health</li> <li>Physical Education</li> </ul>	<b>Physical Education</b> Unit 3 Who wants to play? (not assessed)  <b>Health</b> Unit 2 I am growing and changing (assessed and reported)	<b>Physical Education</b> Unit 1 Let's get moving (assessed and reported)	<b>Physical Education</b> Unit 2 Catch the bean (not assessed)  <b>Health</b> Unit 4 I am safe (assessed and reported)	<b>Physical Education</b> (assessed and reported) Swim2Survive
<b>EXCURSIONS*</b>	Timbarra Puppet Show (fairy tales) – incursion	Farm Day	Chamber's Island	Post Office visit Timbarra Christmas Show
<b>SPECIAL EVENTS*</b> (*To be conformed)	Cross Country School Photos Easter Hat Parade Manawee and Buderim Park (optional class walks)	Under 8's Day Nexus Mother's Day NAIDOC Activities Book Fair Super Sound Celebration Day	PE Fun Day Life Ed Father's Day Nexus Vision Screening 100 Days of School Book Week Parade	Martins Creek Grandparents' Day Christmas Concert

**Specialist Subjects & Learning Areas: As per Curriculum Assessment Reporting Framework (CARF), these will be reported to parents across bands (see BMSS reporting below in bold)**

HPE	The Arts	Technologies	Languages (Years 5&6)
CARF reporting minimum one semester every year P-2; every semester every year Years 3-6 <b>Prep to Year 6: Semester 1 &amp; Semester 2</b>	CARF reporting minimum at least once per Band (Bands: P-2; 3-4; 5-6) <b>Music: Years 2 &amp; 4 Semester 1; Year 6 Semester 2</b> <b>Drama: Years 1 &amp; 3 - Semester 1</b> <b>Dance: Year 5 Semester 1</b>	CARF reporting minimum once per Band (Bands: P-2; 3-4; 5-6) <b>Semester 1 &amp; Semester 2: Year 2, Year 4 and Year 6</b>	CARF reporting minimum at least one semester each year <b>Semester 1 &amp; Semester 2</b>

### Curriculum, Assessment, Moderation and Reporting at BMSS

Teachers at Buderim Mountain State School follow the Australian Curriculum, supported by Education Queensland teaching resources. Most subjects are taught in 10 week blocks with an assessment piece at the end of the teaching. Assessment pieces are moderated within the year level to ensure consistency within our teaching and learning framework.



### Reporting Plan

A parent or caregiver is welcome to phone at any time to make an appointment for an interview with your class teacher to discuss educational or social needs, in addition to the below schedule.

<b>Term 1</b>	Weeks 3-4	<b>Parent Information Sessions</b>
	Weeks 9-10	<b>Scheduled Interviews Offered</b>
<b>Term 3</b>	Week 1	<b>Written Semester Report</b>
	Weeks 2-3	<b>Scheduled Interviews Offered</b>
<b>Term 4</b>	Week 10	<b>Written Semester Report</b>

Buderim Mountain Staff will be available for, and will initiate where appropriate, interviews with parents and caregivers of students who have additional needs. This will include learning needs, student management needs, and students with Individual Learning Plans.

### Diagnostic Testing Plan

During the year there are scheduled times for specific testing in a range of areas. This informs our teaching and monitors each child's progress, both during and over the years at Buderim Mountain State School. Below is a schedule of times whole school testing occurs.

<b>Term 1</b>	Sound Waves Diagnostic (spelling) and ongoing as needed	Years 1-6
	Phonological Awareness Skills Test (and in Term 2)	Prep
	NAPLAN	Year 3 & Year 5
<b>Term 4</b>	Probe (reading and comprehension)	Year 4-6
	PM Benchmark (reading and comprehension)	Year 1 – Year 3

Welcome to



# Buderim Mountain State School 2025

# Prep.

## Curriculum, Assessment and Reporting Plan