


Project Based Learning

Explicit Instruction



General Capabilities
Personal and Social Capabilities
Literacy
Information and Communication Technologies
Creative and Critical Thinking.
Intercultural Understanding

Cross Curriculum Priorities: English, Health, Design Technologies

Years 1 and 2
Playing Games
Students design a game to be played at school.

Years 3 and 4
Combating Conflict
Students design a solution to a problem at school

Years 5 and 6
Everyone, Everywhere
Students design a website that celebrates diversity

Why do games have rules?

Students learn that rules are made to keep them safe. They develop strategies to support their social development and their ability to confidently share their ideas with others. They understand how to ask for help when needed.

How do people solve problems?

Students explore their own strengths and learn to recognise the strengths of others. They develop respect and empathy for their classmates and understand how environments and attitudes impact learning.

How can we work together with respect for difference?

Students explore how identity is shaped by people and the environment. They recognise the value of diversity within a community through a series of community visitors. They celebrate their learning through the creation of a class website.

Years 1 and 2
All about Me
Students design an interactive class website to show how they have changed over time

Years 3 and 4
The Best Classroom
Students design a plan for the ideal classroom

Years 5 and 6
Making a Difference
Students design a whole school program to improve student well-being

How have I changed?

Students can identify safe situations and understand when to ask for help. They describe changes that have occurred in their lives and can recognise their strengths. They use historical inquiry skills to examine their own past and the past of others.

What is the best environment for learning?

Students learn strategies that support their learning in the classroom and explore environments that are healthy, safe and active. They use digital tools to create an architectural plan for the ideal classroom.

How can I effect change?

Students investigate community organisations that provide support and learn strategies to promote wellbeing. They practise skills to maintain healthy relationships and understand the effect of different emotional responses to situations.

Project Based Learning



General Capabilities

Intercultural Understanding
Literacy
Information and Communication Technologies
Numeracy

Cross Curriculum Priorities: English, Earth and Space Science, Digital Technologies

**Years 1 and 2
The Water Cycle**

Students create a digital story about the water cycle.

What makes a story interesting?

Through the study of narrative texts, students learn that water can exist in many states. They make observations and ask questions about the nature of water and how to conserve it. As a group they listen to, and write stories about the water cycle and share them with an audience.

**Years 3 and 4
The Sun and the Moon**

Students create a digital story about the sun or the moon.

How have past cultures viewed the solar system?

Students learn about the orbit of the sun and the moon. They listen to stories from the past about this process and compare it to modern scientific knowledge. They create their own stories and share them with an audience.

**Years 5 and 6
Mission to Mars**

Students create a podcast about Mars.

Could humans live on Mars?

Students learn about the orbit of the planets. They explore the features of Mars and conduct scientific investigations into the effect of the environment on human beings. They interview guests to create a podcast to share their knowledge

**Years 1 and 2
The Seasons**

Students create a visual display to represent the seasons.

How does the natural environment change?

Through the study of narrative texts, students learn about local seasonal changes and the knowledge held by Aboriginal and Torres Strait Islander people about daily and seasonal weather patterns.

**Years 3 and 4
Shifting Earth**

Students create a management plan for the school's natural environment.

How does the earth's surface change over time?

Students explore their local environment to search for evidence of change. They draw on the knowledge of Aboriginal and Torres Strait Islander peoples to create a management plan for an area of degradation. They present their plan to the School Board.


**Years 5 and 6
Extreme Weather**

Students design a structure that can withstand a natural disaster.

How can we prepare for natural disasters?

Students investigate major geological events and explore how scientific understanding can assist in disaster management to minimise the effects. Their learning culminates in the design of a structure that can withstand a natural disaster.

Project Based Learning



General Capabilities

Intercultural Understanding
Literacy
Ethical Understanding

Cross Curriculum Priorities: English, Geography, Civics and Citizenship

**Years 1 and 2
Special Places**

Students create a book about special places and participate in shared reading to an audience

Why are some places special?

Students investigate the features of local places and who cares for them. They develop an understanding about what makes places special to different groups including Aboriginal and Torres Strait Islander people.

**Years 3 and 4
Our Community**

Students create information booths about community services..

How do people help within a community?

Students investigate the services that are available in the local community. They learn about the rules that are in place to keep them safe and discuss how people work together to support each other.

**Years 5 and 6
Our Government**

Students participate in a public debate about an issue of concern. .

Is Democracy a fair form of government?

Students identify differing experiences of democracy through a study of Aboriginal and Torres Strait Islander Peoples, migrants, women and children. They identify the processes of our government and legal systems and participate in a public debate about an issue of concern.

**Years 1 and 2
Welcome to the neighbourhood.**

Students run an information session about their community.

Who lives in our community?

Students explore the people and places in their local community. They learn about the names of streets and towns and create simple maps to illustrate the locations of places. They discuss the interconnectedness of people form around the world.

**Years 3 and 4
National Parks**

Students run an informaiton session on our local Nature Reserves.

Who cares for our Nature Reserves?

Students explore the National Parks in Australia. They learn about the locations of states and territories and explore the care of land from an Indigenous perspective. They visit local reserves, learn to read maps and are able to advise the school community about the best local locations for family outings.

**Years 5 and 6
Race around the World**

Students share their findings about a geographical challenge within a world context.

How are people affecting the world?

Students use geographical tools to investigate the locations of places around the world. They record data about population, wealth distribution, climate, languages and culture. This data is used to underpin an inquiry into how people are affecting a particular ecosystem. Positive and negative effects are discussed.

Project Based Learning



General Capabilities

Literacy
Personal and Social Capability
Creative and Critical Thinking
Information and Communication Technology

Cross Curriculum Priorities: English, The Arts, Digital Technologies

Years 1 and 2
Winnie the Pooh
Students collaborate to produce a performance

What makes a character interesting?

Students explore the the development of AA Miln"s characters. They read, write and illustrate their own works of fiction, creating unique characters. Their stories are used to inspire the creation of a group performance.

Years 3 and 4
There's a Wocket in my Pocket
Students collaborate to produce a performance

What literary devices do authors use to make stories intersting?

Students discuss how language is used creatively to engage the reader. They create narrative texts that adapt language features and patterns and use them to shape dramatic performances.

Years 5 and 6
Runny Babbit
Students collaborate to produce a performance

How do authors use literary devices to engage our imaginations?

Students experiment with structures, ideas and stylistic features that are used by authors to create engaging stories. They use their writing to build scripts that develop their voice and movement skills.

Years 1 and 2
Picture Books
Students create an artwork for a group exhibition.

What do stories remind us of?

Students explore their imaginations through the study of literary texts. They read, write and illustrate their own works of fiction and discuss how they can relate personally to characters, events and settings. They explore the art work of various illustrators and use this as inspiration for their own artworks.

Years 3 and 4
Myths and Legends
Students create an artwork for a group exhibition.

What can we learn from stories?

Students explore how authors use language to create imaginary worlds. They make connections between the works of various authors. They view illustrations from different cultures and times and use them as inspiration for their own stories and artworks.

Years 5 and 6
Illegal (A graphic novel)
Students create an artwork for a group exhibition.

What makes us keep reading a good book?

Students understand how authors use language features, images and vocabulary to engage their readers. They make personal connections to the story and explore the ideas, techniques and processes used by illustrators to enhance understanding. They consolidate their learning through the creation of their own stories and artworks.



Project Based Learning



General Capabilities

Literacy
Numeracy
Creative and Critical Thinking
Information and Communication Technology
Ethical Understanding

Cross Curriculum Priorities: English, Physical Science, Design Technology

Years 1 and 2 Rolling, Bouncing, Sliding

Students build a toy that moves on land, water or through air.

How do we make a toy that moves ?

Students investigate toys that use push and pull forces and the ways in which objects move on land, in water and through the air. They carry out tests and record data. They use this knowledge to create their own toys that operate using a push or pull force.

Years 3 and 4 Use the Force

Students build a pinball machine.

How can we control the movement of a ball?

Students explore the effect of contact and non-contact forces on the movement of objects. They carry out investigations into the effect of friction and observe how speed is effected by the size of forces and objects. They use this knowledge to design and make a pinball machine.

Years 5 and 6 Electrify

Students design lighting for a shared public space.

How do you make an electrical circuit?

Students identify places in the community that require lighting and investigate the use of solar panels to create sustainable lighting solutions. They learn how to make simple electrical circuits and switches. In considering the needs of all members of the community, they design of a lighting solution for a community space.

Years 1 and 2 Crash, Boom, Bang

Students create a multi-media clip that communicates a feeling.

How can light and sound be used to communicate feelings?

Students tune into their senses to explore light and sound. They learn about traditional Indigenous instruments and explore different ways to produce sound. They use multi-media to produce a short clip that uses light and sound to express an emotion.

Years 3 and 4 Chilling Out and Heating Up

Students design an article of clothing for an extreme weather condition

How can we help people survive in extreme temperatures?

Students explore the production and transfer of heat. They learn how heat is produced and investigate a range of ways in which scientific knowledge about different materials is used in real world applications. Their learning culminates in the design of an article of protective clothing for a given environment.

Years 5 and 6 Waves, Mirrors, Prisms

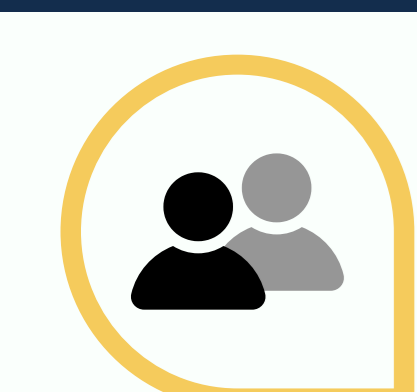
Students make a kaleidoscope

What is light?

Students examine the properties of light. They conduct investigations to learn about refraction, reflection and shadows. Their learning culminates in the creation of a kaleidoscope.



Project Based Learning



General Capabilities

Literacy
Creative and Critical Thinking

Cross Curriculum Priorities: English, History, The Arts/drama

Years 1 and 2 Your World, My World

Students create a performance narrative about a past event

How has life changed over time?

Students view a variety of texts that depict what life was like in the past. They identify similarities and differences and use dramatic role play and improvisation to explore different points of view. They draw simple conclusions based on observation and discussion. They display their learning through the creation of a performance.

Years 3 and 4 Great Journeys

Students create a performance narrative about a past event

Was it a good idea for Australia to become a colony?

Students begin this project by learning about the journey of the first fleet. They explore the reasons behind colonisation and the effect it had upon both the colonisers and the Indigenous Australians. They analyse primary sources of information and identify different points of view. They consolidate their learning through the creation of a performance.

Years 5 and 6 Hero or Villain?

Students create a performance narrative about a past event

Were bushrangers heroes or villains?

Students learn about the establishment of British colonies in Australia after 1800 and explore daily life. They use primary and secondary sources of information to investigate questions about prominent people. They work collaboratively to create a performance narrative that documents their learning journey.

Years 1 and 2 Museums

Students create a museum exhibition.

How do we learn about the past?

Students investigate how life has changed over time. They compare their own lives to that of Indigenous Australians. They visit historical sites and learn that historians use timelines to represent the past. They share their learning through the creation of a museum exhibit.

Years 3 and 4 Ngunnawal People

Students create a museum exhibition.

How has Australia changed?

Students learn about the importance of place for the local Aboriginal people. They analyse and interpret data related to Aboriginal people and investigate the importance of special celebratory days including: Sorry Day and Australia Day. They consolidate their learning through the creation of a public museum installation.


Years 5 and 6 Photo-Journalism

Students create a museum exhibition.

How do pictures record history?

Students learn about the experiences of people in Australia's past through a study of historical photographs. They use skills such as, questioning, analysing and communicating. They display their learning through the creation of a museum exhibit.

Project Based Learning



General Capabilities

Literacy
Numeracy
Creative and Critical Thinking
Personal and Social Capabilities

Cross Curriculum Priorities: English, Chemical Science, Health

**Years 1 and 2
Triple Threat to Trash**

Students create a plan to reduce rubbish at school

How can we stop creating rubbish?

Students investigate the types of materials used to package food. They participate in scientific investigations to learn about the properties of a variety of different packaging materials. They understand the importance of keeping places clean and create a plan to reduce the rubbish produced at school.

**Years 3 and 4
Sustainable Futures**

Students create a digital game to teach other students about waste.

How can we improve our environment?

Students investigate the systems in place within the community to manage waste. They participate in scientific investigations to learn more about the qualities of different types of materials that are used in production processes. They understand that sustainable resources are the best solution to the growing problem of global waste.

**Years 5 and 6
Know your Product**

Students design a sustainable food product.

How can product packaging be more sustainable?

Students examine how people in design occupations work to produce sustainable alternatives for food packaging. They investigate the production of food and fibre and use their new knowledge to design and market a sustainable food product.

**Years 1 and 2
Food Glorious Food**

Students hold a healthy family picnic.

How can our families be healthy?

Students learn how plants and animals are grown for food. They develop an understanding of healthy food choices and participate in cooking activities that illustrate what happens to certain substances when they are heated and cooled.

**Years 3 and 4
Peaches, Pears and Plums**

Students create a digital class recipe book

How can I make healthy food?

Students investigate food technologies used in modern societies and compare them with those used by Indigenous Australians. They participate in cooking investigations to learn what happens to certain substances when they are heated and cooled. They explore the benefits of being healthy and active.

**Years 5 and 6
Chemical Maze**

Students design a digital game to educate their peers about healthy lifestyle choices.

How can we help people to be healthy?

Students participate in a range of cooking activities designed to teach them about the chemistry of food preparation. They explore the major food groups and develop an understanding of relationship between diet and well-being. They investigate food additives and the production of processed food.

Project Based Learning



General Capabilities

Literacy
Numeracy
Information and Communication Technology
Creative and Critical Thinking
Personal and Social Capabilities

Cross Curriculum Priorities: English, Biological Science, The Arts / dance, Design Technologies

**Years 1 and 2
Can You Find Frog?**

Students create a camouflage creature.

**Years 3 and 4
The Seed Factory**

Students build a structure based on a plant.

**Years 5 and 6
Animal Engineers**

Students design a structure that is influenced by a characteristic of an animal.

How can we care for animals?

Students learn about animals that can blend into their environments. They recognise and describe the body parts of animals and develop an understanding about the types of environments in which they live. Students learn about how indigenous dances correspond with animal movements and use them as inspiration for their own movement sequences. They make creatures out of natural materials and host a game of hide and seek for Kindergarten.

What is biomimicry?

Students recognise the characteristics of plants. They group them according to their observable features and learn about how indigenous Australians categorised them. They research structures and systems that use designs based on plants. They collaborate to design their own structures.

What can engineers learn from animals?

Students investigate how engineers use biomimicry in the design of systems and structures. They explore the structural features and adaptations of animals and participate in a design brief that enables them to apply their knowledge through their own biomimicry invention.

**Years 1 and 2
Micro Munchers**

Students create a class website to educate the community about the creatures that live in our school environment.

How can we share our knowledge about the creatures that live in our environment?

Students learn about the life cycles of different creatures. They collect data about the creatures that live within the school grounds through the process of observation and analysis. Their learning culminates in the creation of a class website.

**Years 3 and 4
Friend or Foe?**

Students create a digital display of data related to an introduced species.

How can we use multi-media to educate others?

Students use digital technologies to tell the story of an endangered ecosystem. They learn about the life cycles of living things and recognise the environmental factors that can cause harm.

**Years 5 and 6
Tech to the Rescue**

Students design a system that uses AI to help protect an endangered species

How can we use artificial intelligence to save an endangered species?

Students learn about the use of AI in various contexts. They investigate why some animals are endangered and develop an understanding of the relationship they have with their environment. They learn to define ecological problems according to data and generate a range of solutions.