



# NGPS Yearly Overview - English and Inquiry, 2026 (Even Year)



	Term 1 Identity	Term 2 Place	Term 3 Creativity	Term 4 Perspective
F O U N D A T I O N	<p>First 10 days dedicated to the Start Up Program</p> <p><b>Me and My Community (Identity)</b></p> <p><b>Vic Curriculum:</b> Personal, Social and Community Health</p> <p><b>Big Idea:</b> When we help, respect, listen to, and care for each other, we strengthen our identity and feel a greater sense of belonging in our community.</p> <p><b>Essential Question:</b> How can puppets and role-plays help us to practise different situations? How can we take care of ourselves and others in our community?</p> <p><b>Writing (text type):</b> Concepts About Print, Labelling illustrations and sentence, Recount</p> <p><b>Reading (strategies):</b> Concepts About Print, Visualising, Predicting</p> <p><b>Performance Based Assessment:</b> Labelling illustrations and recount</p>	<p><b>Where We Live (Place)</b></p> <p><b>Vic Curriculum:</b> Geography, Critical and Creative Thinking</p> <p><b>Big Idea:</b> Exploring connections to special places reminds us about the importance of caring for and sustaining them.</p> <p><b>Essential Question:</b> What makes different places special? How can we care for places? What are the special features of different animals</p> <p><b>Writing (text type):</b> Recount</p> <p><b>Reading (strategies):</b> Literal Understanding, Connections, Retelling</p> <p><b>Performance Based Assessment:</b> Recount</p>	<p><b>Bridge and Beyond (Creativity)</b></p> <p><b>Vic Curriculum:</b> Critical and Creative Thinking, Personal and Social Capabilities, <b>*Science*</b></p> <p><b>Big Idea:</b> By exploring the properties of materials, we can select and use different materials to construct designed solutions.</p> <p><b>Essential Question:</b> What are the properties of different materials? How can we use materials for different purposes?</p> <p><b>Writing (text type):</b> Information/ Procedural text</p> <p><b>Reading (strategies):</b> Nonfiction Features, Synthesizing, Summarising, Questioning</p> <p><b>Performance Based Assessment:</b> Information</p>	<p><b>Celebrating Differences</b></p> <p><b>Vic Curriculum:</b> History, Intercultural Capabilities</p> <p><b>Big Idea:</b> We are more likely to be fair and kind when we value and celebrate the similarities and differences between cultures and consider the perspectives of others.</p> <p><b>Essential Question:</b> How are we the same and different to others? How can we celebrate differences? How can we show kindness and fairness to everyone?</p> <p><b>Writing (text type):</b> Narrative</p> <p><b>Reading (strategies):</b> Author's Craft, Inferring, Fiction Features</p> <p><b>Performance Based Assessment:</b> Narrative</p>
	Y E A R S  1 & 2	<p><b>Managing Self</b></p> <p><b>Vic Curriculum:</b> Personal, Social and Community Health</p> <p><b>Big Idea:</b> We can manage ourselves and build respectful relationships with others by using a range of skills and strategies.</p> <p><b>Essential Question:</b> How can we be effective self-managers? How can we be effective self-managers? How can we understand and manage our emotions? How can we keep ourselves safe? How can we manage conflict in a positive way?</p> <p><b>Writing (text type):</b> <b>Recount</b> and Instructional x2</p> <p><b>Reading (strategies):</b> Predicting, Inferring, Summarising</p> <p><b>Performance Based Assessment:</b> Recount</p>	<p><b>Places and Spaces</b></p> <p><b>Vic Curriculum:</b> Geography, Critical and Creative Thinking, Intercultural Capability</p> <p><b>Big Idea:</b> By understanding what services are available in my community and how it has been designed, I can get the most out of living there.</p> <p><b>Essential Question:</b> What businesses and services are in my community? How can we stay safe in our community? How can we build with sustainability in mind? How can maps help me in my community?</p> <p><b>Writing (text type):</b> <b>Information Reports</b> and Procedure x2</p> <p><b>Reading (strategies):</b> Main Idea, Compare and Contrast, Questioning</p> <p><b>Performance Based Assessment:</b> Information</p>	<p><b>Robot Buddies</b></p> <p><b>Vic Curriculum:</b> Personal and Social, Critical and Creative thinking, <b>*Design and Technology*</b></p> <p><b>Big Idea:</b> Learning about the design process encourages us to consider how we use objects in our lives and how we can select materials to design and build new objects.</p> <p><b>Essential Question:</b> How do we communicate and improve design ideas? Why are precision and accuracy important?</p> <p><b>Writing (text type):</b> <b>Opinion (Persuasive)</b></p> <p><b>Reading (strategies):</b> Synthesizing, Summarising, Questioning, Main Idea and Support Details (Non-Fiction)</p> <p><b>Performance Based Assessment:</b> Opinion</p>

<b>Y E A R S 3 &amp; 4</b>	<u><b>The Game of Life</b></u> <b>Vic Curriculum:</b> Personal, Social and Community Health <b>Big Idea:</b> I can better navigate challenging situations by understanding who I am and the influences on my identity. <b>Essential Question:</b> How can we explore our identity through games? How can we manage challenging situations? How does our behaviour impact others? <b>Writing (text type):</b> Narrative, Persuasive <b>Reading (strategies):</b> Inferring, Critiquing, Identifying the main idea in persuasive texts, Synthesising <b>Performance Based Assessment:</b> Persuasive	<u><b>Our Island Home</b></u> <b>Vic Curriculum:</b> Geography, Critical and Creative Thinking <b>Big Idea:</b> By learning about life in different places, we better understand our diversity and the importance of place. <b>Essential Question:</b> What are the features of different natural environments? What is it like to live in different places on Earth? How do we use information technology and maps to learn about the world? <b>Writing (text type):</b> Information report <b>Reading (strategies):</b> Visual literacy, Skimming, scanning, questioning, Nonfiction text features <b>Performance Based Assessment:</b> Information Report	<u><b>Frame by Frame</b></u> <b>Vic Curriculum:</b> Personal and Social, Critical and Creative thinking, <b>*Design and Technology*</b> <b>Big Idea:</b> Developing our creativity allows us to solve problems, learn new skills, innovate, and communicate effectively. <b>Essential Question:</b> How can we tell stories in creative ways? How can we work collaboratively to create a stop-motion animation? How do storytellers develop characters and settings? <b>Writing (text type):</b> Narrative <b>Reading (strategies):</b> Author’s Craft, Questioning, Cause and effect, Synthesising, Clarifying <b>Performance Based Assessment:</b> Narrative/ Poetry	<u><b>First Contact</b></u> <b>Vic Curriculum:</b> History, Critical and Creative Thinking <b>Big Idea:</b> Listening to stories about Australia's history from different perspectives, we develop greater empathy for others and a broader understanding and appreciation of people's experiences. <b>Essential Question:</b> How and why was the British colony established in Australia? What were the effects of first contact on First Nations Australians? How do historians tell stories about the past? Why is it important to listen to different perspectives? <b>Writing (text type):</b> Explanation/ Persuasive <b>Reading (strategies):</b> Visualising, Summarising, Main idea and supporting details <b>Performance Based Assessment:</b> Explanation
	<u><b>This Is Me</b></u> <b>Vic Curriculum:</b> Geography and Intercultural Capability <b>Big Idea:</b> Understanding the influences on my identity prepares me to support myself and others when facing challenges. <b>Essential Question:</b> How am I influenced by others? How can I support myself and others to cope with challenges? <b>Writing (text type):</b> Persuasive, Narrative <b>Reading (strategies):</b> Inferring (understanding characters intentions/motives), Main idea and supporting details (using evidence from text), Questioning <i>*Visual Deconstruction/Mentor Sentences</i> <b>Performance Based Assessment:</b> Persuasive	<u><b>Australia and Our Asian Neighbours</b></u> <b>Vic Curriculum:</b> Geography, Intercultural Capabilities <b>Big Idea:</b> By comparing different aspects of life in Australia and Asia, we can better understand what it might be like to live in other places and better understand and empathise with people from our neighbouring countries. <b>Essential Question:</b> How can we prepare for extreme weather and disasters? How can we show understanding and empathy to people from other countries? How are different foods prepared? How do landscapes and landforms change? <b>Writing (text type):</b> Narrative (Focus on Perspective) <b>Reading (strategies):</b> Summarising, Visualising, Close Reading and Literature Circles, Literal and Inferential Questioning <i>*Visual Deconstruction/Mentor Sentences</i> <b>Performance Based Assessment:</b> Narrative	<u><b>Bizarre Bazaar</b></u> <b>Vic Curriculum:</b> Economics and Business, Ethical Capabilities, Critical and Creative Thinking <b>Big Idea:</b> Thinking creatively assists us when we are planning, designing and constructing. <b>Essential Question:</b> How can we design and make a product that will appeal to our consumers? How are different resources used in economics? How does marketing influence consumer choices? <b>Writing (text type):</b> Explanation <b>Reading (strategies):</b> Summarising, Author’s Craft (analysing), Inferring, Synthesising <i>*Visual Deconstruction/Mentor Sentences</i> <b>Performance Based Assessment:</b> Explanation	<u><b>Museums in Motion</b></u> <b>Vic Curriculum:</b> History, Intercultural Capabilities, Ethical Capabilities <b>Big Idea:</b> We can better understand the past by learning about the events and people that helped to shape our country. <b>Essential Question:</b> Why is it important to listen to different perspectives? What were the reasons, causes and effects of colonisation? How did colonisation impact different individuals or groups of people? <b>Writing (text type):</b> Information text <b>Reading (strategies):</b> Author Study( Author’s Craft) (Chris Van Allsburg), Indigenous Literature, Analysing, inferring, compare and contrast, problem and solution <i>*Visual Deconstruction/Mentor Sentences</i> <b>Performance Based Assessment:</b> Information text
<b>Y E A R S 5 &amp; 6</b>				

No progression point to be given for \*Science\* and \*Design and Technology\*