Discover our Primary Curriculum

A guide for families | Prep to Year 6

Igniting Minds,
Empowering Futures.

PRIMARY CURRICULUM | PREP–YEAR 6
AUSTRALIAN CURRICULUM VERSION 9

An Exceptional Primary Curriculum

Excellence in Curriculum Design

At Meridan State College, we believe an outstanding curriculum should ignite curiosity, build deep knowledge and empower every student to see themselves as a capable learner. Our Primary units are bespoke learning experiences, co-created by collaborative teaching teams with the support and leadership of our highly experienced Head of Department – Curriculum Primary. Each unit brings together curriculum expertise, knowledge of our learners and a clear understanding of how children learn best.

The result is a coherent Prep - Year 6 curriculum that:

- comprehensively addresses Australian Curriculum Version 9
- connects learning across disciplines
- develops strong foundations in literacy and numeracy
- places knowledge and skills in meaningful contexts
- responds to students' strengths, interests and learning needs
- provides authentic opportunities to inquire, design, create and communicate
- builds increasing independence, agency and responsibility.

Our students do not simply learn about the world. They learn how to participate in it.

A curriculum with imagination and intent

Across Primary, classrooms become research laboratories, design studios, newsrooms, parliaments, environmental field stations, travel programs and community forums.

Students ask worthwhile questions. They gather and evaluate evidence. They test ideas, learn from feedback and improve their work. They collaborate with classmates, community partners and experts. Most importantly, they apply their learning for a clear and authentic purpose.



Every engaging experience is supported by carefully sequenced curriculum, intentional teaching and high expectations for every learner.

A Living Curriculum

Supportive by design. Responsive in practice.

Our curriculum is not static. It is a living curriculum that is continually reviewed, strengthened and refined. Teaching teams work together to consider what students already know, where they need to go next and which experiences will most effectively support their progress. Evidence of student learning, teacher expertise, student voice and emerging opportunities all inform the next stage of curriculum development.

This responsive approach allows teachers to maintain a clear line of sight to Australian Curriculum Version 9 while adapting learning experiences for the students in front of them.

Carefully designed pathways to success

In our primary classrooms students are supported through:

Learning Walls – Making Learning Visible
In our classrooms, students can see where their learning is heading. Learning Walls bring together learning goals, success criteria, key vocabulary, examples of quality work and next steps. Students regularly use these walls to talk about what they are learning, check their progress and understand what they can do next.

Strong Foundations
We place a strong emphasis on the explicit teaching of literacy and numeracy. Teachers carefully model and practise the knowledge and skills students need to become confident readers, writers, speakers and mathematicians. These strong foundations give students the tools they need to access learning across every area of the curriculum.

Inquiry Learning
We want students to be curious, ask questions and wonder about the world around them. Inquiry learning gives students opportunities to investigate rich questions, explore ideas, test possibilities and explain what they discover. Key units are intentionally planned using an inquiry approach, guided by a driving question and shaped by the questions students generate along the way. This helps students become active participants in their learning while developing deeper understanding, critical thinking and curiosity.



The strength of a collaborative culture

Our teachers are curriculum designers as well as classroom practitioners. Working collectively enables them to share expertise, challenge thinking and create stronger learning experiences than any one teacher could develop alone. This professional collaboration is central to the quality, consistency and ongoing improvement of our Primary curriculum.



Interconnected Learning

Learning does not always fit neatly into separate subject boxes. Our units of work make meaningful connections between learning areas, helping students see how knowledge and skills work together. A unit might bring together Science, English, Humanities, Technologies and the Arts around a shared idea or real-world context, helping students develop deeper understanding.

Connected to Place and Community

Our local environment and community are an important part of learning. Students have opportunities to learn from the places, people and experiences around them, making classroom learning more authentic and memorable. These connections help students develop a sense of belonging and understand how their learning can contribute to their community.

Oracy – Learning to Talk and Learning Through Talk

We deliberately teach students how to listen, join in discussions, explain their thinking and speak confidently to others. Purposeful classroom talk helps students learn from one another, develop their ideas and deepen their understanding. Specific units are designed so students can learn how to prepare for and present to an audience through experiences such as podcasts, speeches, film reviews and spoken procedures, preparing them to become confident, articulate communicators across school and beyond.



Feedback and Refinement

Learning is not about getting everything right the first time. Students receive timely and useful feedback and, importantly, are given opportunities to act on it. They might revisit a piece of writing, improve a solution, refine a presentation or respond to a teacher or peer suggestion. This helps students see improvement as a natural part of learning and understand their next steps.

Designing Agile, Capable Learners

Meridan Design Principles

The Meridan Design Principles are the architecture behind our curriculum. These fifteen principles guide how our curriculum is imagined, created, taught and continually improved. Together, they help students become agile, knowledgeable and capable learners who can adapt their thinking, work with others and apply their learning in new contexts.



MERIDAN STATE COLLEGE DESIGN PRINCIPLES

Learning that grows

Learning Focussed
Learning sciences, strong curriculum knowledge and effective teaching practices sit at the heart of every unit.

Flexible and Dynamic
Learning experiences evolve in response to students' progress, strengths and needs.

Empowering
Students develop voice, choice, confidence and increasing ownership of their learning.

Personalised
Multiple pathways connect learning with students' needs, passions, experiences and interests.

Strength Based
Students recognise what they already bring to learning and build confidently from those foundations.

Learning that connects

Interconnected
Students make meaningful connections within and between learning areas, capabilities and important ideas.

Technology Enhanced
Technology is used intentionally and responsibly to expand opportunities for inquiry, creativity, collaboration and communication.

Active Partnerships
Community organisations, local experts and wider networks enrich learning and connect students with the world beyond the classroom.

Relevance
Knowledge and skills are applied to authentic local and global questions, challenges and opportunities.

Purpose Driven
Learning leads towards a meaningful outcome, audience, action or contribution.



The goal is not simply to prepare students for the next year of school. It is to develop learners who are curious, adaptable, reflective and ready to contribute.



Learning where every child belongs

Inclusive
Welcoming learning environments and responsive support enable every student to participate and progress.

Relational
Positive, purposeful relationships create the trust students need to contribute, take risks and learn deeply.

Promote Identity
Students' cultures, experiences and identities are valued as important resources for learning.

Equity Focused
Curriculum design recognises and addresses barriers so all students can engage meaningfully and contribute.

A curriculum that keeps improving

Professional and Personal Development
Collaborative professional learning, reflection and evidence-informed practice strengthen the expertise of our educators and the quality of our curriculum.

Marlin Culture

At Meridan State College, learning happens best when students feel known, valued and connected. Marlin Culture is about creating a welcoming, respectful and positive community where every student can belong, learn and grow.

From Prep to Year 12, we build shared expectations for how we learn, work together and contribute to our College community. These expectations help create safe, inclusive learning environments where students are encouraged to participate, take positive risks, support one another and take pride in being a Marlin.

The 4 Cs at Meridan State College

At the heart of Marlin Culture are our College values — Courage, Compassion, Collaboration and Courtesy. The 4 Cs provide a common language for the attitudes and behaviours we want students to develop, both as learners and as members of our community.

Courage
We encourage students to have a go, make positive choices, ask for help and persist when learning is challenging. Courage means being willing to learn, grow and step beyond what feels comfortable.

Compassion
Students learn to consider the needs, feelings and experiences of others. Compassion is shown through kindness, empathy and a willingness to support those around us.

Collaboration
Learning is something we do with others. Students develop the skills to participate, listen, contribute ideas, solve problems together and work positively towards shared goals.

Courtesy
Courtesy is reflected in respectful words, actions and choices. Students learn to listen, follow agreed expectations and treat people, places and learning with respect.

The 4 Cs come to life in classrooms, playgrounds and learning experiences across the College. Being a Marlin means arriving ready to learn, participating and attempting the work, working positively with others and contributing to a respectful learning environment.

These are more than expectations for school. They are dispositions that help young people build strong relationships, navigate challenges, contribute to their communities and prepare for their futures.

Courage to grow.
Compassion to care.
Collaboration to achieve.
Courtesy always.



Learning on a dynamic P-12 Campus

Small School Feel – Big School Opportunities

At Meridan Primary, students experience the warmth, connection and sense of belonging of a smaller school, while benefiting from the opportunities of a Prep to Year 12 College. Our Primary community is a school within a larger campus - a place where students are known, supported and encouraged to grow, with access to learning experiences and specialist environments that extend far beyond a traditional primary setting.

As part of the wider College, Primary students have opportunities to learn in purpose-built facilities including:

- Science laboratories
- Marine Biology classrooms
- Hospitality kitchens
- Virtual Reality and STEM labs
- Engineering and Industrial Design workshops
- Performing Arts theatres and stages
- A State-of-the-art sports centre





These spaces are not simply facilities nearby; they become part of our students' learning journey, providing authentic opportunities to investigate, create, perform, design and apply their learning in exciting new contexts throughout their Primary years.

At Meridan, families don't have to choose between a close-knit Primary school and big-school opportunities — students experience both. With specialist facilities, expertise and experiences across a Prep–12 campus, Meridan opens possibilities that extend far beyond a traditional Primary school.

Our Primary students take a short walk across our forest bridge to learn in dynamic, engaging and purpose-built learning environments that are simply not available in traditional Primary schools.

Seamless transitions to Secondary

One of the strengths of a Prep to Year 12 campus is the continuity it provides. From their Primary years, Meridan students become familiar with the wider College, its facilities, staff and learning environments — so when the time comes to move into Secondary, they are stepping forward within a community they already know.

That familiarity helps make the transition to high school feel natural, confident and connected. Rather than starting again in an unfamiliar environment, students can build on established relationships, routines and experiences — giving families the reassurance of a smoother journey from Primary through to Year 12.

Co-Curricular Programs

Learning at Meridan Primary extends well beyond the classroom. Our co-curricular programs provide students with opportunities to explore their interests, discover new strengths, connect with others and experience success in different ways.

Something for Everyone

Students can choose from a broad and varied range of extra-curricular activities that add richness to their school experience. These opportunities allow students to explore new interests, develop existing strengths, connect with others and experience success beyond the classroom.







Programs and activities include:

- Mini Marlins Sports programs
- Sports Development programs
- Dance Excellence programs
- Kids in Action Group
- Environmental Club
- Chess Club
- Instrumental Music programs
- STEM programs and Makerspace workshops

Whether students are drawn to sport, the arts, the environment, music, strategy or STEM, there are opportunities to be active, creative, curious and connected. These experiences help students build confidence, teamwork, persistence and a strong sense of belonging within the Meridan community.

SPARK - Academic Extension & Enrichment Program

SPARK is Meridan Primary's invitation-based Academic Extension and Enrichment program for students working at high academic levels. It provides opportunities to extend learning through greater depth, complexity and challenge beyond the everyday curriculum.

Through rich and engaging experiences, students explore complex ideas, make connections, solve problems and think creatively. SPARK encourages students to stretch their thinking, take intellectual risks and develop as confident, curious and increasingly independent learners.







Curriculum Showcase

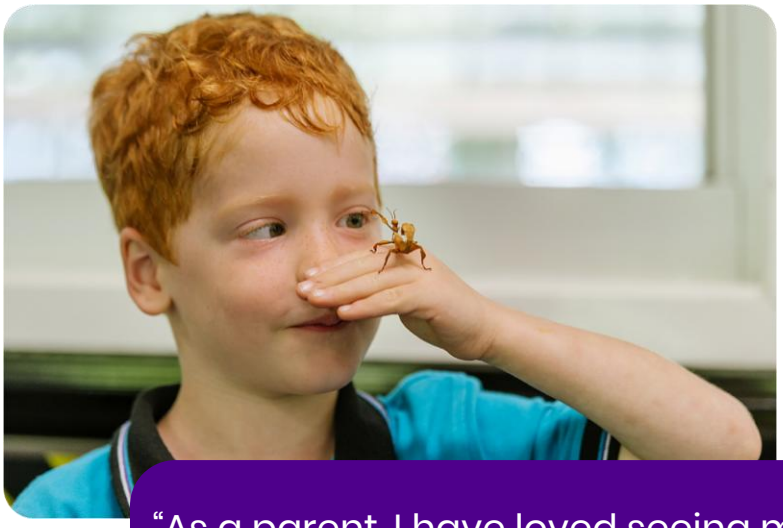
A Glimpse into Learning at Meridan

Across Primary, learning at Meridan State College is brought to life through carefully designed units that invite students to investigate, create, collaborate and contribute. The following featured units offer a window into the breadth and quality of this learning—from scientific inquiry and environmental action to historical exploration, design thinking, persuasive communication and community connection.

Each experience is grounded in the Australian Curriculum Version 9 and strengthened through collaborative planning, intentional teaching and continual refinement. Together, they demonstrate how our curriculum develops knowledgeable, curious and capable learners who can apply their learning with confidence and purpose.

The following pages provide an overview of some of the units implemented across Prep to Year 6 at Meridan.







"As a parent, I have loved seeing my child come home eager to share what they have discovered, created and achieved. The learning has been memorable, meaningful and has sparked genuine curiosity well beyond the classroom."

Meridan Primary Parent

Prep Unit

The Living Learning Forest
Science, English and The Arts
Big Idea: Sustainability

Step into the forest – Prep is beginning its first inquiry into the living world.

Meridan's beautiful forest and boardwalk provide a rich setting for discovery, curiosity and hands-on learning. Through regular visits, play and exploration, students observe, collect, build, create and wonder as they develop a deeper understanding of the plants, animals and relationships within the natural world

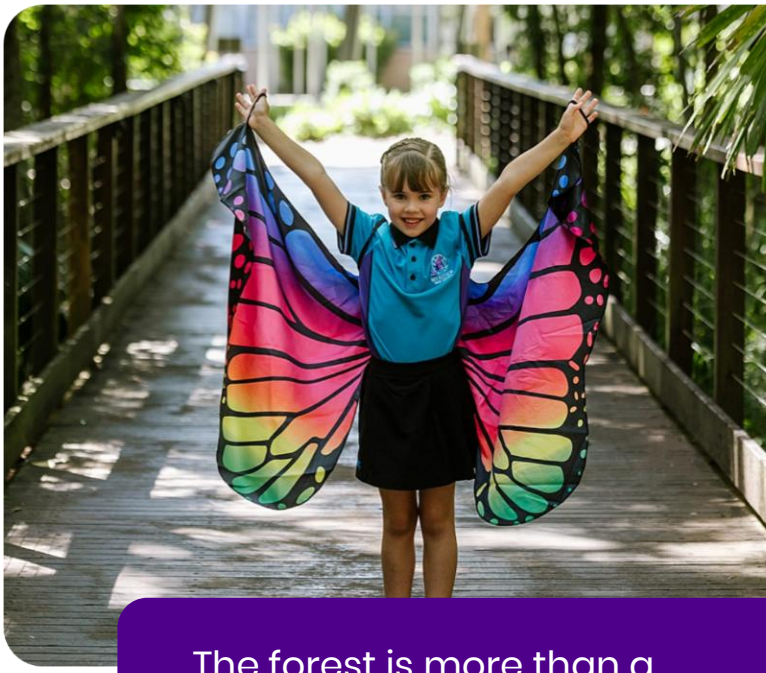
As their connection with the forest grows, students discover that an animal species once lived there - but hasn't been seen for several years. What happened to our mystery animal?
This discovery sparks a deeper investigation. Through science exploration, play and the arts, students consider what animals need to survive, represent their observations and ideas, and begin developing theories about what may have happened.

The inquiry also encourages children to see themselves as caretakers of their environment, developing an understanding that the choices we make can help care for the living things around us.

Learners in action

Students are:

- observing and exploring the natural world
- asking questions and sharing their wonderings
- identifying the needs of plants and animals
- collecting and representing observations
- developing and sharing theories
- creating through drawing, movement and construction
- making connections between Science and the Arts
- learning to care for their environment.



The forest is more than a place to visit – it becomes a place to wonder, investigate, create and care for the living world.

Meridan Design Principles

Interconnected, Personalised, Learning Focussed, Relevance and Relational.



Curiosity leads the way. Discovery brings learning to life.

Prep Unit

Master Builders
Science & Design Inquiry Unit
Big Idea: Systems

What makes a material strong, flexible, waterproof, rough or smooth? How do designers decide which material is best for a particular purpose?

In Master Builders, our youngest learners step into the roles of scientists, designers and engineers. Through playful, hands-on investigations, Prep students ask questions, make predictions and safely test the properties of different materials. They build the vocabulary and scientific understanding needed to explain what they observe and make increasingly informed decisions. Their knowledge is then put to work.

When two competitive turtles encounter a series of engineering problems, students collaborate to imagine, design, build and test creative solutions. Using an age-appropriate design-thinking process, they select materials for a purpose, evaluate the success of their models and make improvements.

Students discover an essential lesson early in their learning journey: successful designers do not always get everything right the first time. Testing, feedback and improvement are valuable parts of learning.

Learners in action

Students are:

- observing and describing material properties
- asking scientific questions
- making and testing predictions
- selecting materials for a purpose
- collaborating as a team of engineers
- designing, constructing and improving models
- explaining the thinking behind their choices.



Meridan Design Principles

Learning Focussed, Flexible and Dynamic, Interconnected, Empowering and Purpose Driven.

"It was amazing having my child come home chatting in depth about the properties of different materials and how they could use them to build different inventions."

Prep Parent

Small hands. Big questions. Powerful learning.

Year 1 Unit

Backyard Buddies
Science, English and The Arts Inquiry Unit
Big Idea: Connection

What lives in our backyard? What do plants and animals need to survive? How are living things connected to each other and the places they call home?

In Backyard Buddies, our Year 1 learners become scientists and explorers as they investigate the plants and animals living in our own backyard. Across Science, English and The Arts, students explore our gardens, outdoor classrooms and Living Learning Forest to observe, identify and classify living things.

Students investigate how habitats meet the needs of plants and animals and how living things depend on one another. Using digital tools, tables, drawings and organisers, they collect and communicate observations and create models that show connections between living things and their habitats.

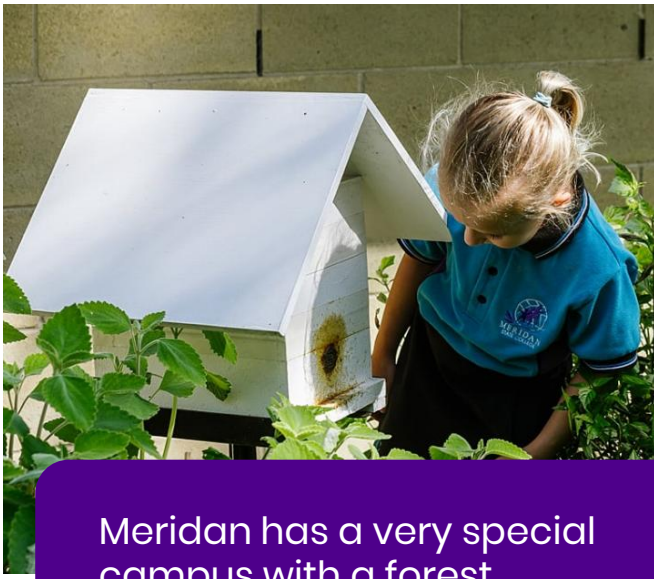
Learning comes to life through our butterfly gardens, native beehives, earthworm cafés and Living Learning Forest. Partnerships with local environmental experts, Maroochy Regional Bushland Botanic Garden and Eco-Collaboration extend this learning through hands-on experiences beyond the school grounds.

Students use developing reading and writing skills to explore and create informative texts, sharing what they have discovered about a chosen backyard buddy and its home. Along the way, they learn that even the smallest living things have an important role to play—and that understanding our world is the first step towards caring for it.

Learners in action

Students are:

- observing and identifying plants and animals
- asking questions and making scientific observations
- classifying and sorting living things
- collecting and representing information in different ways
- exploring how habitats meet the needs of living things
- using digital tools, drawings, tables and organisers to communicate ideas
- creating information texts and model habitats
- learning with local environmental experts
- considering how they can care for the natural world



Meridan has a very special campus with a forest, native beehives, worm cafes, wildlife nesting boxes and aquariums with fresh and saltwater ecosystems.

Meridan Design Principles

Learning Focussed, Flexible and Dynamic, Interconnected, Empowering and Purpose Driven.

Small creatures. Big connections. A world worth caring for.

Year 2 Unit

Are we there yet? - A Virtual Tour of Australia

English, HASS, Digital Technologies and The Arts Unit
Big Idea: Significance

Pack your bags - Year 2 is setting off on an unforgettable journey around Australia.

Students explore some of our nation's most remarkable places and investigate what makes each location geographically, culturally and environmentally significant. Through information and literary texts, digital maps and guided research, they develop an understanding of Australia's diverse landscapes, people and stories.

Technology transforms the classroom into a gateway to the country. Virtual reality experiences, green-screen production and other immersive tools allow students to encounter places in new ways - from Uluru to the Great Barrier Reef.

As developing travel presenters, students select a destination and create a persuasive spoken presentation encouraging others to visit. They combine research, descriptive language, persuasive techniques, visual imagery and confident speaking to produce their own travel segment.



Students do not simply learn about Australia - they explore its places, understand its significance and bring its stories to life.

Learners in action

Students are:

- navigating and interpreting digital maps
- researching Australian locations
- identifying significant natural and cultural features
- distinguishing reliable and useful information
- using descriptive and persuasive language
- planning and presenting for an audience
- combining spoken language, imagery and digital production.

Meridan Design Principles

Interconnected, Relevance, Technology Enhanced, Learning Focussed and Purpose Driven.

"I loved using the VR headsets to explore Sydney."

Year 2 Student

Year 3 Unit

Share the Shore
Science, English & Visual Arts Inquiry Unit
Big Idea: Sustainability

Each Spring, remarkable shorebirds arrive on our coastline after extraordinary migratory journeys.

In Share the Shore, Year 3 students become scientists, field researchers, artists and environmental communicators as they investigate these important visitors. Students identify local shorebird species, compare their features and life cycles, and explore the systems scientists use to classify living and non-living things.

Learning then moves beyond the classroom. During field studies at the Golden Beach foreshore, students make careful observations and collect data in an authentic natural environment. An active partnership with shorebird experts from Sunshine Coast Council connects students with environmental scientists and strengthens their understanding of local conservation.

Students use their growing scientific knowledge and communication skills to create information texts and prepare for the Meridan Festival of the Shorebird. Through this community showcase, they explain why shorebirds matter and share practical ways people can help protect them.

Learners in action

Students are:

- identifying and classifying living things
- observing species in a local habitat
- gathering and interpreting field data
- researching extraordinary migration journeys
- creating accurate information texts
- using feedback to strengthen their communication
- educating others about environmental responsibility.



Through our partnership with Sunshine Coast Council shorebird experts, students connect learning with environmental science and discover how knowledge can protect our coastline.

Meridan Design Principles

Learning Focussed, Interconnected, Relevance, Active Partnerships, Purpose Driven and Empowering.



Year 4 Unit

War on Waste
HASS & Science Inquiry Unit
Big Idea: Sustainability

What happens to the things we throw away? How can the choices we make about waste help create a more sustainable future?

In War on Waste, Year 4 students investigate waste in our school and local community, exploring what happens to the things we throw away and how our choices can impact the environment. Across HASS and Science, students explore ways individuals, communities and organisations can reduce, reuse and recycle. They investigate the properties of materials and conduct fair tests, comparing alternatives for everyday items such as picnic bowls and shopping bags to determine which may offer more sustainable solutions.

Learning becomes real through a hands-on school waste audit in partnership with the Local Council. Students collect and analyse data, research environmental issues and use scientific investigations to test their ideas. Workshops extend their understanding as they explore waste sorting, the impact of microplastics on our beaches and the role earthworms can play in managing food scraps.

Using evidence from their investigations, students decide how they can take action in their own school and community. War on Waste empowers students to see that everyday choices matter - and that small changes can contribute to a more sustainable future.



As part of this year, our students learn from the Sunshine Coast Council team and get hands-on with a range of learning experiences.



Learners in action

Students are:

- investigating waste in our school and community
- conducting fair tests and comparing materials
- collecting, measuring and analysing data
- researching real-world environmental issues
- exploring ways to reduce, reuse and recycle
- learning alongside local waste-management experts
- using evidence to make informed decisions
- identifying ways to take meaningful action
- considering how everyday choices can create change

Meridan Design Principles

Interconnected, Active Partnerships, Relevance, Empowering

Less waste. Smarter choices. A more sustainable future.

Year 5 Unit

Podcasting Literary Gems
English Inquiry Unit
Big Idea: Purpose & Audience

How can literature from the past speak to audiences today? How can voice, sound and technology change the way a story is experienced?

In this engaging Year 5 unit, students explore a range of literary texts and discover how stories, poems and songs can be brought to life for new audiences through the power of podcasting.

Students explore a range of Australian literature including, the historical poetry of Banjo Paterson, stepping back in time to experience poems written for audiences over a century ago. They investigate the language, context and themes of his poetry before considering how these texts could be reintroduced to a contemporary audience through the modern medium of the podcast. Students make decisions about what to discuss and emphasise as they transform literary ideas into engaging podcast episodes.

Along the way, students develop their skills as readers, speakers and digital creators. They learn to analyse texts closely, discuss author choices, make connections between texts and their own experiences, and use evidence to support their ideas. They develop skills in scripting, voice expression and oral communication while learning how music, sound effects, pacing and editing can influence an audience.

Students plan, record and refine their own podcasts, using feedback to strengthen both their content and delivery. Through this process, they discover that the way we communicate an idea can be just as powerful as the idea itself.

Students become confident creators of podcasts developing the skills and techniques needed to produce digital content.



Learners in action

Students are:

- exploring and analysing a range of Australian literary texts making connections between literature, context and their own experiences
- using evidence to support interpretations and ideas adapting literature for a contemporary audience
- scripting and experimenting with voice, music, sound and pacing
- recording and editing digital podcast episodes
- using feedback to refine their work and make creative choices

Meridan Design Principles

Technology Enhanced, Relevance, Purpose Driven, Learning Focussed, Flexible and Engaging Learning and Empowering

Year 6 Unit

Speak Up
English Inquiry Unit
Big Idea: Voice

What makes a voice powerful? How can we use our words to make others think, feel and act?

In this powerful Year 6 unit, students discover that their voice matters. Speak Up invites students to explore issues affecting their generation and the world around them, before choosing something they genuinely care about and want others to think differently about. The unit begins with provocations designed to spark curiosity, discussion and debate about issues facing young people today. Students explore diverse speeches and speakers, from influential young people making a difference in the world to passionate local voices creating change in our community. By listening closely, students investigate what makes a speech powerful and how speakers use their voice to connect with an audience.

Students learn how to research, structure and craft a persuasive speech for impact. They explore how persuasive devices, emotive language, evidence, rhetorical questions, repetition and powerful vocabulary can make an audience think, feel and act. They learn to select reliable information, build strong arguments and communicate their ideas with clarity and purpose.

Along the way, students develop confidence in their own voice. Through drafting, rehearsing, feedback and refining their delivery, students learn how body language, pace, tone, volume and expression can bring a message to life. They respond to feedback and refine their speeches to become increasingly confident and effective speakers.

The result is a collection of passionate young voices speaking about issues that matter to them. Students have explored topics including the housing crisis, why kindness matters, climate change and shark conservation, demonstrating that when young people are given the opportunity to speak up, they have important ideas to share.

In Speak Up, Year 6 students explore issues that matter to them and discover how their voice can influence others. Through researching, crafting and delivering persuasive speeches, students build confidence, refine their communication skills and learn how powerful ideas can inspire change.

Learners in action

Students are:

- exploring issues and analysing powerful speeches and speakers
- researching reliable information and building evidence-based arguments crafting persuasive speeches
- using language to influence an audience rehearsing, using feedback and developing confidence as purposeful speakers

Meridan Design Principles

Technology Enhanced, Relevance, Purpose Driven, Learning Focussed, Flexible and Engaging Learning and Empowering

Meridan State College Primary Curriculum

A curriculum grounded in knowledge.
Enriched through creativity.
Strengthened through collaboration.
Brought to life through purpose.

Igniting Minds,
Empowering Futures.