

## KEY LEARNING AREAS

		TERM 1	TERM 2	TERM 3	TERM 4
ENGLISH		<p><b>Unit 1 - Short stories</b> In this unit students listen to and read short stories by different authors. They investigate the ways authors use text structure, language features and strategies to create humorous effects. <i>Written</i> <b>Assessment task - Writing a short story</b> Students write an imaginative and entertaining short story about a character who faces a conflict and explain editorial choices. <i>Monitoring comprehension</i> <b>Monitoring task - Reading comprehension: Short stories</b> Students analyse and compare text structures and language features authors use to influence readers.</p>	<p><b>Unit 2 - Examining Advertising in the media</b> In this unit students read, view and listen to advertisements in print and digital media. They understand how language and text features can be combined for persuasive effect. <i>Poster/multimodal presentation</i> <b>Assessment task - Create a multimodal advertisement</b> Students create a multimodal advertisement and explain how it persuades the viewer.</p>	<p><b>Unit 4 - Interpreting Literary Texts</b> In this unit students listen to, read and view extracts from literary texts set in earlier times. They demonstrate their understanding of how the events and characters are created within historical contexts. <i>Informative response – written</i> <b>Assessment task - A letter to the future</b> Students write a letter to a student in the future to evoke a sense of time and place. <i>Monitoring comprehension</i> <b>Monitoring task - Reading comprehension</b> Students read and comprehend a letter from a different historical context and analyse and explain language features.</p>	<p><b>Unit 5 – Exploring Literary Texts by the same author</b> In this unit, students listen to and read literary texts by the same author to identify language choices and author strategies used to influence the reader. They will compare short story and a novel by the same author to identify aspects of author style. <i>Oral</i> <b>Assessment task - Panel discussion</b> Students participate in a panel discussion to analyse and evaluate the style of an individual author.</p>
MATHS		<p><b>Unit 1</b> <b>AT 1 - Interpreting and comparing data displays</b> <i>Short answer questions</i> - Students interpret and compare data displays. <b>AT 2 - Interpreting and using timetables</b> <i>Short answer questions</i> - Students interpret and use timetables and cost information to determine a travel schedule. <b>GI – Investigating &amp; solving problems involving area</b> <i>Assignment/project</i> - To use simple strategies to reason and solve a measurement inquiry question.</p>	<p><b>Unit 2</b> <b>AT 1 - Applying the order of operations</b> <i>Short answer questions</i> - Students write and apply the correct use of brackets and order of operations in number sentences. <b>AT 2 - Investigating angles</b> <i>Short answer questions</i> - Students find unknown angles using the relationships between angles on a straight line, vertically opposite angles and angles at a point <b>MT – Describing integers in everyday contexts</b> <i>Short answer questions</i> - Students demonstrate understanding of positive and negative numbers and their position on a number line. <b>MT – Describing number patterns &amp; rules</b> <i>Short answer questions</i> - Students describe, create and continue number patterns involving whole and decimal numbers. <b>GI – Investigating pyramids &amp; measurement</b> <i>Assignment/project</i> - Students use simple strategies to reason and solve a shape and measurement inquiry question.</p>	<p><b>Unit 3</b> <b>AT 1 - Identifying number properties &amp; calculating percentage discounts</b> <i>Short answer questions</i> - Students recognise the properties of prime, composite, square and triangular numbers, solve problems involving division and multiplication, calculate common percentage discounts on sale items and connect fractions, decimals and percentages <b>AT 2 - Locating integers and describing and transformations</b> <i>Short answer questions</i> - Students describe the use of integers in everyday contexts, locate integers on a number line, locate and ordered pair in any one of the four quadrants on the Cartesian plane and describe combinations of transformations <b>AT 3 - Calculating fractions and decimals</b> <i>Short answer questions</i> - Students locate fractions on a number line, solve problems involving the addition and subtraction of related fractions, calculate a simple fraction of a quantity and describe rules for sequences.</p>	<p><b>Unit 4</b> <b>AT 1 - Describing probabilities &amp; comparing frequencies</b> <i>Short answer questions</i> - Students compare observed and expected frequencies and write probabilities as fractions, decimals and percentages. <b>GI – Investigating &amp; interpreting secondary data</b> <i>Assignment/project</i> - Students use simple strategies to reason and solve a data inquiry question. <b>GI – Investigating &amp; solving problems involving measurement &amp; data</b> <i>Assignment/project</i> - Students use simple strategies to reason and solve a data and measurement inquiry question.</p>
SCIENCE		<p><b>Unit 4: Life on Earth – Biological Sciences</b> <i>Experimental investigation</i> Students develop an investigable question and design an investigation into simple cause-and-effect relationships including identifying variables to be changed and measured and potential safety risks. They collect, organise and interpret data to identify environmental factors that contribute to mould growth in bread.</p>	<p><b>Unit 1: Making changes – Chemical Sciences</b> <i>Experimental investigation</i> Students plan and investigate reversible and irreversible changes, including identifying variables to be changed and measured, describing potential safety risks, identifying improvements to methods and constructing texts to communicate ideas, methods and findings</p>	<p><b>Unit 2: Energy and electricity – Physical Sciences</b> <i>Supervised assessment</i> Students analyse requirements for the transfer of electricity in a circuit and describe how energy can be transformed from one form to another to generate electricity. Students explain how scientific knowledge is used to assess energy sources selected for a specific purpose.</p>	<p><b>Unit 3: Our changing world – Earth &amp; Space Sciences</b> <i>Exam</i> Students explain how natural events cause rapid changes to the Earth's surface and identify contributions to the development of science by people from a range of cultures. They identify how research can improve data.</p>
HASS		<p><b>Unit 1: Australia's Past and Present (History Base)</b> <i>P-6 Curriculum A Cycle UNIT 1</i> Students will investigate the experiences of European explorers, convicts, settlers and Australia's first peoples; and the impact of colonisation, federation and migration on the lives of different groups of people in the past. They will examine key people, events and values that shaped Australian society and its system of government and citizenship. <i>Assignment/project</i></p>		<p><b>Unit 2: Connections to Places (Geography Base)</b> <i>P-6 Curriculum A Cycle UNIT 2</i> Students will investigate features of places, and compare human and environmental characteristics of places. They will explore why some places are special to people, the interconnectedness of people, places and the environment, and the importance of using places sustainably and in ways that benefit the community. <i>Assignment/project</i></p>	
Health & Physical Education	Personal, Social & Community Health EVEN Years	<p><b>HEALTH Year 5 - Unit 4 – Growing Up</b> In this unit, students explore developmental changes and transitions that occur as they grow older. They investigate strategies available to assist them with the transition. <i>Assignment Project</i></p>		<p><b>HEALTH Year 5 - Unit 2 - Healthy Habits</b> Students explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure. They identify good habits and how they contribute to overall health and wellbeing. <i>Informative Response - Written</i></p>	
	Personal, Social & Community Health ODD Years	<p><b>HEALTH Year 5 – Unit 3 – Multicultural Australia</b> Students will explain the influence of people and place on identities. Students examine how sharing traditional foods and physical activities from different cultures can support community wellbeing and cultural understanding. <i>Collection of work</i></p>		<p><b>HEALTH – Year 6 – Unit 2 – Let's All Be Active</b> Students describe the significance of physical activity to health and wellbeing, to describe their own and others' contributions to safety and wellbeing. <i>Assignment Project</i></p>	
	Movement & Physical Activity	<p><b>MOVEMENT - Unit 4 – Softball</b> In this unit, students will perform will combine movement concepts and strategies during gameplay to open up space on the field to win point. They will work collaboratively during softball activities. <i>Practical</i></p>	<p><b>MOVEMENT – Unit 2 – Fitness Fun</b> Students apply the elements of movement to compose and perform a fitness activity station that develops a health-related fitness component. <i>Practical</i></p>	<p><b>MOVEMENT Unit 3 – All Codes Football</b> Students perform passing (shoulder and push pass), kicking (punt kick), and catching skills (taking a mark) in game situations. <i>Practical</i></p>	<p><b>MOVEMENT – Team Work (SBU)</b> In this unit, students demonstrate skills to work collaboratively and play fairly to solve movement challenges. <i>Practical</i></p>
Technology	Design & Tech Digital Tech	<p><b>Unit 1 Digital Technology - A-maze-ing Digital Designs</b> Students describe digital systems and their components and explain how digital systems connect together to form a network. Students create a maze game using the skills of defining, designing, implementing using visual programming, managing and evaluating. <i>Portfolio</i></p>		<p><b>ICT Skill Development</b> Students develop capability in using ICT</p>	
The Arts		<p><b>Dance – Unit 3 – Adventures in Dance</b> <i>Collection of work</i> Students perform, choreograph and respond to dance using the theme of adventure as stimulus.</p>		<p><b>Media – Unit 3 – Music Videos</b> <i>Collection of work</i> Students explore the purpose of music videos and work collaboratively to create a music video.</p>	
LOTE		<p><b>Unit 5 – What do my interests say about me?</b> In this unit, students use language to communicate ideas relating to interests, activities and personality traits. <i>Collection of work</i></p>	<p><b>Unit 6 – What is a Character?</b> In this unit students will explore the concept of character as reflected in personality traits and qualities of real people and imaginative characters in Chinese-speaking cultures and Australia. <i>Collection of work</i></p>	<p><b>Unit 7 – What is School Life?</b> In this unit students will explore the concept of school life in Chinese-speaking communities and Australia. <i>Collection of work</i></p>	<p><b>Unit 8 – What is Change?</b> In this unit students will explore the concept of change and the experiences of young people in Chinese-speaking countries and Australia. <i>Collection of work</i></p>