

	English	Mathematics	Science	HASS	HPE	Technologies	The Arts	LOTE
TERM ONE	<p>Examining and creating fantasy texts.</p> <p>Students listen to, read, interpret and write narrative texts to demonstrate understanding of narrative text structure – plot, setting with a focus on characterisation. Sentence structure – simple, compound and complex sentences and independent clauses.</p> <p>Language choices – complex vocabulary, noun groups, verbs and adjectives.</p> <p>Literary choices – imagery, similes, metaphors</p> <p>They create the first chapter of a fantasy novel, depicting contrasting fantasy characters in relation to setting and plot.</p>	<p>Students develop understandings of:</p> <p>• Number and place value — make connections between factors and multiples, identify numbers that have 2, 3, 5 or 10 as factors, represent multiplication using the split and compensate strategy, choose appropriate procedures to represent the split and compensate strategy of multiplication, use a written strategy for addition and subtraction, round and estimate to check the reasonableness of answers, explore mental computation strategies for division, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies and make generalisations.</p> <p>• Fractions and decimals — use models to represent fractions, count on and count back using unit fractions, identify and compare unit fractions and solve problems using unit fractions, add and subtract simple fractions with the same denominator.</p> <p>• Using units of measurement — investigate time concepts and the measurement of time, read & represent 24-hour time, measure dimensions, estimate and measure the perimeters of rectangles, investigate area metric units of measurement, estimate and calculate area of rectangles.</p> <p>• Chance — identify and describe possible outcomes, describe equally likely outcomes, represent probabilities of outcomes using fractions, conduct a chance experiment and investigate the fairness of a game.</p> <p>• Data representation and interpretation — build an understanding of data, develop the skill of defining numerical & categorical data, generate sample questions, explain why data is either numerical or categorical, develop an understanding of why data is collected, choose appropriate methods to record data, interpret data, generalise by composing summary statements about data.</p>	<p>Our place in the solar system</p> <p>Students describe the key features of our solar system including planets and stars. They discuss scientific developments that have affected people's lives and describe details of contributions to our knowledge of the solar system from a range of people. With guidance, students will pose questions, plan and conduct investigations to answer questions and solve problems. They decide on variables to change and measure to conduct fair tests. Students communicate their ideas in a variety of multimodal texts including recording in data sheets and as a report for popular media.</p>	<p>Unit 1: People and Places</p> <p>Students will investigate the human and environmental characteristics of places, how they influence each other and use evidence to draw conclusions about a preferred place to live.</p> <p>Inquiry question: Where and why do people move?</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explain the characteristics of places in different locations at local to national scales. • Identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. • Identify the effects of these interconnections on the characteristics of places and environments. 	<p>Play2Rhythm</p> <p>Students develop specialised football skills and create and perform a sequence of these skills to music.</p> <p>Students:</p> <ul style="list-style-type: none"> • practise and refine the football skills of dribbling, turning and juggling in a variety of movement situations • practise combining specialised football skills in short movement sequences • manipulate elements of movement when performing football skills in sequences • compose and perform a football skills sequence with music <p>Let's all be active</p> <p>Students investigate how physical activity creates opportunities for different groups to work together. Students identify how physical activity contributes to individual and community wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity.</p> <p>Students:</p> <ul style="list-style-type: none"> • review their physical activity choices and reasons for participation • explore different physical activities including those from Aboriginal and Torres Strait Islander people's and Asian cultures • discuss selected findings about physical activity participation for young Australians • discuss how food choices support participation in physical activity • identify the benefits of participating in physical activity for all the dimensions of health • consider factors and technologies that contribute to the creation of a physical activity 	<p>A-maze-ing digital designs</p> <p>Students engage in a number of activities, including:</p> <ul style="list-style-type: none"> • investigating the functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems • following, modifying and designing algorithms that include branching and repetition • developing skills in using a visual programming language within a maze game context • working collaboratively to create a new maze game. <p>Students will apply a range of skills and processes when creating digital solutions.</p> <p>They will:</p> <ul style="list-style-type: none"> • define problems by identifying appropriate data and functional requirements • design a user interface, considering design principles • follow, modify and design algorithms using simple statements, relating particular programming language statements (steps and decisions) to actions in the game • implement their game using visual programming • evaluate how well their solutions meet needs • plan, create and communicate ideas within a collaborative project, and apply agreed protocols when negotiating, providing feedback, developing plans and sharing online 	<p>Drama: Natural disasters</p> <p>Students make and respond to drama exploring the impact of natural disasters on communities including stories and accounts as stimulus.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations in response to stimulus of natural disasters • develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action • rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements • explain and compare how the elements of drama and production elements communicate meaning in drama about the impact of events in different communities. <p>Music: Theme and Variation</p> <p>Students make and respond to music by exploring the concept of 'Theme and Variation' which is an example of form / structure, an element of music.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explain how the elements of music are used to communicate meaning in the music they listen to and compose • use rhythm, pitch and form symbols and terminology to compose music • sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences. 	<p>German: What's in a name?</p> <p>Students explore the concept of names, the meanings they hold and their background in German-speaking countries and Australia. Students use language to communicate ideas relating to personal names and personal identity.</p> <p>Students will:</p> <ul style="list-style-type: none"> • engage with a range of texts about personal identity • create connected texts using descriptive language • use a range of language to give personal information about identity for a range of purposes • participate in intercultural experience to notice, compare and reflect on language and culture.

TERM TWO	English	Mathematics	Science	HASS	HPE	Technologies	The Arts	LOTE
	<p>Examining media texts</p> <p>Students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts. Students apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts. They create a digital multimodal feature article, including written and visual elements, from a particular viewpoint.</p>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — round and estimate to check the reasonableness of answers, explore and apply mental computation strategies for multiplication and division, solve multiplication and division problems with no remainders, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems and explore and identify factors and multiples. • Fractions and decimals — make connections between fractional numbers and the place value system and represent, compare and order decimals. • Patterns and algebra — create and continue patterns involving whole numbers, fractions and decimals, explore strategies to find unknown quantities. • Shape — apply the properties of 3D objects to make connections with a variety of two-dimensional representations of 3D objects, represent 3D objects with 2D representations. • Location and transformation — investigate and create reflection and rotation symmetry, describe and create transformations using symmetry, transform shapes through enlargement and describe the features of transformed shapes. • Geometric reasoning — identify the components of angles, compare & estimate the size of angles to establish benchmarks, construct & measure angles. • Data representation and interpretation — explore methods of data representations to construct & interpret data displays, reason with data. 	<p>Survival in the environment</p> <p>Students analyse the structural features and behavioural adaptations that assist living things to survive in their environment. They understand that science involves using evidence and comparing data to develop explanations. Students investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments, and use this knowledge to design creatures with adaptations that are suitable for survival in prescribed environments.</p>	<p>Unit 1 : People and Places <i>Continued from Term 1</i></p> <p>Students will investigate the human and environmental characteristics of places, how they influence each other and use evidence to draw conclusions about a preferred place to live.</p> <p>Unit 2; Life in colonial Australia (1800s)</p> <p>Students will conduct a guided inquiry by posing questions to explore the significance of a colonial event and its lasting impact on modern Australia,</p> <p>Inquiry Question:</p> <p>How have individuals, groups and events from Australia's colonial past contributed to the development of modern Australia?</p> <p>Students will:</p> <ul style="list-style-type: none"> • Describe the significance of people and events/developments in bringing about change. • Identify the causes and effects of change on particular communities. • Describe aspects of the past that have remained the same. • Describe the experiences of different people in the past. • Identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system. • Describe different views on how to respond to an issue or challenge. 	<p>Let's all be active <i>Continued from Term 1</i></p> <p>Students investigate how physical activity creates opportunities for different groups to work together. Students identify how physical activity contributes to individual and community wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity.</p> <p>Students:</p> <ul style="list-style-type: none"> • review their physical activity choices and reasons for participation • explore different physical activities including those from Aboriginal and Torres Strait Islander people's and Asian cultures • discuss selected findings about physical activity participation for young Australians • discuss how food choices support participation in physical activity • identify the benefits of participating in physical activity for all the dimensions of health • consider factors and technologies that contribute to the creation of a physical activity <p>Athletic Attitude</p> <p>Students, develop specialised movement skills including running, jumping, and throwing. They apply and combine the above skills in different movement situations.</p> <p>Students:</p> <ul style="list-style-type: none"> • develop, practise and refine specialised athletic skills • explore the health-related fitness of athletics • discuss benefits of regular participation in physical activity to their health and wellbeing. 	<p>A-maze-ing digital designs <i>Continued from Term 1</i></p> <p>Students engage in a number of activities, including:</p> <ul style="list-style-type: none"> • investigating the functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems • following, modifying and designing algorithms that include branching and repetition • developing skills in using a visual programming language within a maze game context • working collaboratively to create a new maze game. <p>Students will apply a range of skills and processes when creating digital solutions.</p> <p>They will:</p> <ul style="list-style-type: none"> • define problems by identifying appropriate data and functional requirements • design a user interface, considering design principles • follow, modify and design algorithms using simple statements, relating particular programming language statements (steps and decisions) to actions in the game • implement their game using visual programming • evaluate how well their solutions meet needs • plan, create and communicate ideas within a collaborative project, and apply agreed protocols when negotiating, providing feedback, developing plans and sharing online 	<p>Drama: Natural disasters <i>Continued from Term 1</i></p> <p>Students make and respond to drama exploring the impact of natural disasters on communities including stories and accounts as stimulus.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations in response to stimulus of natural disasters • develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action • rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements • explain and compare how the elements of drama and production elements communicate meaning in drama about the impact of events in different communities. <p>Music: Theme and Variation <i>Continued from Term 1</i></p> <p>Students make and respond to music by exploring the concept of 'Theme and Variation' which is an example of form / structure, an element of music.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explain how the elements of music are used to communicate meaning in the music they listen to and compose • use rhythm, pitch and form symbols and terminology to compose music • sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences. 	<p>German: What is family?</p> <p>Students use language to communicate ideas relating to the concept of family and group identity. Students will:</p> <ul style="list-style-type: none"> • interact with peers about family structures and activities • gather and compare information relating to families in Germany and Australia • create connected texts using descriptive language • participate in intercultural experiences to notice, compare and reflect on language and culture.

TERM THREE	English	Mathematics	Science	HASS	HPE	Technologies	The Arts	LOTE
	<p>Responding to poetry</p> <p>Students listen to, read and view a range of poetry, including narrative poems, anthems, odes and other lyric poems from different contexts. They interpret and analyse how the poet has used text structures and language features for effect in narrative poems. Students create a multimodal narrative using digital software that transforms a poem into narrative using visual, print and audio elements.</p>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — round and estimate to check if an answer is reasonable, use written strategies to add and subtract, use an array to multiply one- and two-digit numbers, use divisibility rules to divide, solve problems involving computation and apply computation to money problems, adds and subtracts using metal and written strategies including the right-to-left strategy, multiplies whole numbers and divides by a one-digit whole number with and without remainders. • Fractions and decimals — makes connections between fractions and decimals, compares and orders decimals. • Money and financial mathematics — investigate income and expenditure, calculate costs, investigate savings and spending plans, develop and explain simple financial plans. • Patterns and algebra — creates, continues and identifies the rule for patterns involving the addition and subtraction of fractions, use number sentences to find unknown quantities involving multiplication and division • Using units of measurement — chooses appropriate units for length, area, capacity and mass, measures length, area, capacity and mass, problem solves and reasons when applying measurement to answer a question. • Location and transformation — explore mapping conventions, interpret simple maps, use alphanumeric grids to locate landmarks and plot points, describe symmetry, create symmetrical designs & enlarge shapes. 	<p>Now you see it</p> <p>Students investigate the properties of light and the formation of shadows. They investigate reflection angles, how refraction affects our perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects, and the relationship between light source distance and shadow height. They plan investigations including posing questions, making predictions, and following and developing methods. They analyse and represent data and communicate findings using a range of text types, including reports and labelled and ray diagrams. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples' lives.</p>	<p>Unit 2: Life in colonial Australia (1800s) <i>Continued from Term 2</i></p> <p>Students will conduct a guided inquiry by posing questions to explore the significance of a colonial event and its lasting impact on modern Australia,</p> <p>Inquiry Question:</p> <p>How have individuals, groups and events from Australia's colonial past contributed to the development of modern Australia?</p> <p>Students will:</p> <ul style="list-style-type: none"> • Describe the significance of people and events/developments in bringing about change. • Identify the causes and effects of change on particular communities. • Describe aspects of the past that have remained the same. • Describe the experiences of different people in the past. • Identify the importance of values and processes to Australia's democracy and describe the roles of different people in Australia's legal system. • Describe different views on how to respond to an issue or challenge. <p>Unit 3: Fundraising Fun!</p> <p>Students will analyse, plan and reflect on their ideas, collaboratively and individually, for a food-based fund raiser in a school context</p>	<p>Healthy habits</p> <p>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.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand the meaning of preventative health • examine the role that preventative health has in maintaining health and wellbeing • explore a range of community resources and strategies aimed at supporting health and wellbeing • investigate healthy habits and strategies that promote and maintain health and wellbeing. <p>Growing up</p> <p>Students explore developmental changes and transitions that occur as they grow older. They investigate strategies available to assist them with the transition.</p> <p>Students:</p> <ul style="list-style-type: none"> • Examine how identities are developed and change from pre-teen years into adolescence • Examine developmental changes that occur during pre-teen years • Investigate strategies and resources available to manage the changes associated with growing up and puberty. 	<p>Now you see the hieroglyphics</p> <p>Design question: How might we create a lighting system to illuminate a tomb?</p> <p>Students investigate how electrical energy can control light in a designed product or system. They design a solution to a lighting problem in a tomb. They will examine the role of people in engineering technology occupations in developing solutions for current and future use.</p> <p>Students will apply the following processes and production skills:</p> <ul style="list-style-type: none"> • Investigating by: <ul style="list-style-type: none"> - the analysis of technologies applied in security systems - the testing of devices that control light • Generating and documenting design ideas for lighting environments using technical terms and graphical representation techniques • Producing a functional device by safely using materials, components, tools and techniques • Evaluating design ideas, processes and solutions against negotiated criteria for success including sustainability • Collaborating as well as working individually throughout the process • Managing by developing project plans that include resources. 	<p>Visual Arts The animal within</p> <p>Students focus on representation of animals as companion, metaphor, totem and predator.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore and explain the representation of values and beliefs in sculptural artworks by artists including Aboriginal and Torres Strait Islander peoples and Asian artists and consider this in the development of their own artworks • experiment with and use visual conventions and practices (ceramic sculpture, collage, surface manipulation, 3-dimensional form, mixed media) in research and development of individual artworks which express a personal view • plan the presentation of sculptural animals to enhance meaning for audience with description of influence and personal view • compare visual art conventions and the representation of animals in 3-dimensional artworks from different cultures, times and places and use art terminology to explain the communication of meaning. <p>Music: Rhythmic Riot</p> <p>Students make and respond to music that feature unison and multi-part rhythmic accompaniments in different forms and styles.</p> <p>Students:</p> <ul style="list-style-type: none"> • explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform • use rhythm, pitch and form symbols and terminology to compose and perform music. sing and play music in different styles, demonstrating aural, technical and expressive skills 	<p>German: What are personal spaces?</p> <p>Students explore the concept of self-identity in the context of personal spaces in Australia and German speaking cultures.</p> <p>Students will:</p> <ul style="list-style-type: none"> • interact with others to describe and discuss opinions about favourite places and spaces • gather and compare information about favourite personal spaces of German-speaking children • create personal spaces in response to characters in imaginative texts • reflect on similarities and differences between own preferences and those of children in German-speaking cultures.

TERM FOUR	English	Mathematics	Science	HASS	HPE	Technologies	The Arts	LOTE
	<p>Exploring narrative through novels and film</p> <p>Students listen to, read and view narrative films and novels with a range of characters involving flashbacks or shifts in time. They demonstrate understanding of the depiction of characters, setting and events in a chosen film. They create a written comparison of a novel and the film adaptation of the novel. Students express and justify opinions about aspect of the novels and films during group discussions.</p>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — apply mental and written strategies to solve addition, subtraction, multiplication and division problems, identify and use factors and multiples, apply computation skills, use estimation and rounding to check reasonableness, solve problems involving addition, subtraction, multiplication and division, use efficient mental and written strategies to solve problems. • Fractions and decimals — apply decimal skills, recognise that the place value system can be extended beyond hundredths, compare order and represent decimals, locate decimals on a number line, extend the number system to thousandths and beyond. • Money and financial mathematics — create simple budgets, calculate with money, identify the GST component of invoices and receipts, and make financial decisions. • Using units of measurement — read and represent 24-hour time, convert between 12- and 24-hour time. • Location and transformation — explore maps and grids, use a grid to describe locations, describe positions using landmarks and directional language. • Geometric reasoning — estimate and measure angles, construct angles using a protractor. • Chance — list possible outcomes of chance experiments, describe and order chance events, express probability on a numerical continuum, compare predictions with actual data, apply probability to games of chance, make predictions in chance experiments. • Data representation and interpretation — explore types of data, investigate an issue (design data-collection questions and tools, collect data, represent as a column graph or dot plot, interpret and describe data to draw a conclusion). 	<p>Matter matters</p> <p>Students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Students pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. They represent data and observations in tables and graphs. They identify patterns and relationships in data and compare patterns with their predictions when suggesting explanations. They suggest ways to improve fairness and accuracy of their investigation.</p>	<p>Unit 3: Fundraising Fun! <i>Continued from Term 3</i></p> <p>Students will analyse, plan and reflect on their ideas, collaboratively and individually, for a food-based fund raiser in a school context</p> <p>Students will:</p> <ul style="list-style-type: none"> • Recognise that choices need to be made when allocating resources. • Describe factors that influence their choices as consumers. • Identify strategies that can be used to inform these choices. • describe different views on how to respond to an issue/ challenge • collaboratively generate responses • describe possible effects of proposed actions • present independent ideas and conclusions about their food-based fundraiser 	<p>Growing up <i>Continued from Term 3</i></p> <p>Students explore developmental changes and transitions that occur as they grow older. They investigate strategies available to assist them with the transition.</p> <p>Students:</p> <ul style="list-style-type: none"> • Examine how identities are developed and change from pre-teen years into adolescence • Examine developmental changes that occur during pre-teen years • Investigate strategies and resources available to manage the changes associated with growing up and puberty. <p>UNITE</p> <p>Students work collaboratively and apply concepts of fair play while participating in various movement challenge activities. They use the “UNITE” process to work collaboratively to solve movement challenges.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore the UNITE process by participating in group challenges • practise and develop the UNITE process in partner and group challenges. 	<p>Design Technologies: Fundraising Fun!</p> <p>Students will analyse, plan and reflect on their ideas, collaboratively and individually, for a food-based fund raiser in a school context</p> <p>They will explore how competing factors and technologies influence the design of a sustainable service. This service provides a plant for the preparation of a healthy food product. Students will apply the following processes and production skills:</p> <ul style="list-style-type: none"> • Investigating: <ul style="list-style-type: none"> -healthy food choices and food preparation techniques; -design needs and opportunities; -the characteristics of materials, tools and techniques in relation to the design challenge. • Generating designs, criteria for success, an annotated diagram of a sustainable plant service and a production plan. • Producing a plant service to enable the preparation of a healthy food product. • Evaluating their design and production processes. • Collaborating and managing by working with others and by following the steps for the project. 	<p>Visual Arts: The animal within <i>Continued from Term 3</i></p> <p>Students focus on representation of animals as companion, metaphor, totem and predator.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore and explain the representation of values and beliefs in sculptural artworks by artists including Aboriginal and Torres Strait Islander peoples and Asian artists and consider this in the development of their own artworks • experiment with and use visual conventions and practices (ceramic sculpture, collage, surface manipulation, 3-dimensional form, mixed media) in research and development of individual artworks which express a personal view • plan the presentation of sculptural animals to enhance meaning for audience with description of influence and personal view • compare visual art conventions and the representation of animals in 3-dimensional artworks from different cultures, times and places and use art terminology to explain the communication of meaning. <p>Music: Rhythmic Riot <i>Continued from Term 3</i></p> <p>Students make and perform independent parts against contrasting parts in music that feature unison and multi-part rhythmic accompaniments in different forms and styles.</p> <p>Students:</p> <ul style="list-style-type: none"> • explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform • use rhythm, pitch and form symbols and terminology to compose and perform music • sing and play music in different styles, demonstrating aural, technical and expressive skills 	<p>German: How do we play?</p> <p>Students explore the concept of play and the games young people in German-speaking countries play.</p> <p>Students will:</p> <ul style="list-style-type: none"> • discuss games they play • explore language used in games • read texts about various games and their rules • understand pronunciation of words in German.