



Learning Area		Term 1	Term 2	Term 3	Term 4
English	Units	<p>Round the Twist</p> <p>In this unit, students will explore the structure and language features of a narrative. They will write a short fantasy narrative that fit within a Paul Jennings novel and that builds tension between characters. Students will create a multimodal presentation for a younger audience.</p>	<p>Persuasive Powers</p> <p>In this unit, students will explore the language features and text structure of a persuasive text. Students will consider the impacts of dumping electronic waste in third world countries and develop a persuasive text that considers both points of view. Students will present their argument to the class using pitch, tone, volume and pace.</p>	<p>Scientific Reports 'Material Processes'</p> <p>Students will explore the use of a range of materials and food production and create a information report on the production process. Students will discuss the financial and geographical impact on the earth and consumer. Students will include maps, graphics, graphs, figures and tables to illustrate their writing. Lastly, students will present their work orally to their peers.</p>	<p>Poetry – Meaning Behind the Lyrics</p> <p>Students will explore a range of meaningful song lyrics including songs that address Australian social issues and analyse the meaning and structure. They will learn about figurative language and poetry techniques to engage an audience. Students will produce poem/song lyrics using poetry conventions and present their drama rehearsal to an audience. Students will create a multimodal presentation (Drama performance or Music Video)</p>
	Assessment	<p>Short narrative <i>Imaginative response — Written</i></p> <p>Students will create an imaginary fantasy story that includes plot development, tension and contrasting characters and create a multimodal presentation that suits Paul Jennings's style of writing.</p>	<p>Part A: Students will create a persuasive text that persuades an audience the importance of looking after our environment. They will include a thesis statement, three strong arguments with supporting evidence and a restatement of thesis.</p> <p>Part B: Students will create a multimodal presentation, that includes carefully selected images, to deliver to their peers using tone, pitch, volume and hand gestures. They respond to others presentation identifying the effectiveness of their choices.</p> <p>Part C: Lastly, students justify why they have chosen to use persuasive techniques and explain how these techniques persuaded their audience.</p>	<p>Year 4</p> <p>Students will conduct a Scientific experiment and create an information report that demonstrates your understanding of a processed or natural materials. You will explain how Aboriginal and Torres Strait Islander peoples use materials for a variety of purposes. And lastly, you will discuss the properties and characteristics of a material.</p> <p>Year 5</p> <p>You will conduct a Scientific experiment and create an information report that demonstrates your understanding of solid, liquid and gasses. You will use evidence to develop explanations of events and phenomena and reflect historical and cultural contributions. And lastly, you will publish your information on an online network or website including information about your inquiry and discuss the properties and characteristics of solid, liquid and gasses in an information report.</p> <p>Year 6</p> <p>You will conduct a Scientific experiment and create an information report that demonstrates your understanding of the changes to materials can be reversible or irreversible. You will use evidence to develop explanations about change in state caused by heating and cooling of a familiar substance and investigate irreversible changes such as rusting, burning and cooking exploring how reversible changes can be used to recycle materials. And lastly, you will publish your information on an online network or website including information about your inquiry and discuss the properties and characteristics of changes to materials can be reversible or irreversible in an information report.</p>	<p>Students examine the text social issue, historical context, text structure and explain the effectiveness of the language used in their chosen song. They create a lyric poem experimenting with song structure and literary devices to convey a social message.</p>
Maths	Units	<p>Number and Place Value Fractions and Decimals Patterns and Algebra Measurement Chance</p>	<p>Number and Place Value Patterns and Algebra Measurement Chance and Data Data Representations Fractions and Decimals Location and Transformation Money and Financial Maths</p>	<p>Chance and Data Patterns and Algebra Number and Place Value Money and Financial Maths Location and Transformation Fractions and Decimals</p>	<p>Units of Measurement Shape Fractions and Decimals Patterns and Algebra Number and Place Value Location and Transformation Chance and Data Geometric Reasoning</p>
	Assessment	<p>Maths test for Number and place value, Fractions and decimals, Patterns and algebra, Measurement and Chance Number Facts Diagnostic Testing</p>	<p>Maths test for Patterns and algebra, Measurement, Fractions and Decimals and Location and Transformation. Number Facts Diagnostic Testing</p>	<p>Maths test for Patterns and algebra, Measurement, Chance and Data and Location and Transformation. Number Facts Diagnostic Testing</p>	<p>Maths test for Place Value, Geometric Reasoning, Shape and Chance. Number Facts Diagnostic Testing</p>

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Science	Units	<p>Physical Science Scientific Inquiry Year 4: Forces can be exerted by one object on another through direct contact or from a distance Year 5: Light from a source forms shadows and can be absorbed, reflected and refracted Year 6: Electrical energy can be transferred and transformed in electrical circuits and can be generated from a range of sources</p>	<p>Earths and Space Sciences Multimodal Presentation Year 4: Earth's surface changes over time as a result of natural processes and human activity Year 5: The Earth is part of a system of planets orbiting around a star (the sun) Year 6: Sudden geological changes and extreme weather events can affect Earth's surface</p>	<p>Chemical Sciences Scientific Inquiry and Report Year 4: Natural and processed materials have a range of physical properties that can influence their use Year 5: Solids, liquids and gases have different observable properties and behave in different ways Year 6: Changes to materials can be reversible or irreversible</p>	<p>Biological Sciences Portfolio of Work Year 4: Living things depend on each other and the environment to survive Living things have life cycles Year 5: Living things have structural features and adaptations that help them to survive in their environment Year 6: The growth and survival of living things are affected by physical conditions of their environment</p>
	Assessment	<p>Year 4: In this unit students will explore forces including push, pull, magnetism and gravity. Students conduct a Scientific Inquiry that investigates physical sciences including the impact forces have on an object. Students plan, conduct and collect results and explain the concepts to others. Year 5: In this unit students will explore light including opaque, translucent and transparent. They will represent how mirrors can be used to reflect light, refraction of light and identify how light can pass through different objects. Students conduct a Scientific Inquiry that investigates physical Sciences. Students plan, conduct and collect results and explain the concepts to others. Year 6: In this unit students will identify the need for a complete circuit to allow the flow of electricity included the features of light switches. They will describe the importance of the use of renewable energies to generate electricity for sustainability. Constructs different electrical conductors and insulators and draws a labelled diagram. Students plan, conduct and collect results and explain the concepts to others.</p>	<p>Year 4: Students will create a video that illustrates your understanding of weathering and erosion and the impacts of humans. You will discuss different types of soil and rocks and how these parts of earth erode and weather differently. Year 5: Students will create a video that illustrates your understanding of space and the discoveries, the Indigenous spiritual understanding and the impact of humans. You will discuss different types facts about the solar system. Year 6: Students will create a video that illustrates your understanding of natural disasters, the Indigenous spiritual understanding and the solutions that humans are creating to minimise the effects.</p>	<p>Year 4: Students will conduct a Scientific experiment and create an information report that demonstrates your understanding of a processed or natural materials. You will explain how Aboriginal and Torres Strait Islander peoples use materials for a variety of purposes. And lastly, you will discuss the properties and characteristics of a material. Year 5: You will conduct a Scientific experiment and create an information report that demonstrates your understanding of solid, liquid and gasses. You will use evidence to develop explanations of events and phenomena and reflect historical and cultural contributions. And lastly, you will publish your information on an online network or website including information about your inquiry and discuss the properties and characteristics of solid, liquid and gasses in an information report. Year 6: You will conduct a Scientific experiment and create an information report that demonstrates your understanding of the changes to materials can be reversible or irreversible. You will use evidence to develop explanations about change in state caused by heating and cooling of a familiar substance and investigate irreversible changes such as rusting, burning and cooking exploring how reversible changes can be used to recycle materials. And lastly, you will publish your information on an online network or website including information about your inquiry and discuss the properties and characteristics of changes to materials can be reversible or irreversible in an information report.</p>	<p>Students will complete a portfolio of work and create a diorama which includes an environment that supports living things. Their diorama will contain information about cause and effect of human interaction, life cycles, food chain and identify the adaptations that living things have to help them survive in that environment. Lastly, students will explain how Aboriginal and Torres Strait Islander Peoples knowledge and understanding helps to sustainably maintain the environment.</p>

Learning Area		Semester 1		Semester 2	
HASS	Units	<p>'Inquiry Based Learning - History Inquiry' Year 4 Why did the great journeys of exploration occur? What was life like for Aboriginal and Torres Strait Islander Peoples before the arrival of the Europeans? Why did the Europeans settle in Australia? What was the nature and consequence of contact between Aboriginal and Torres Strait Islander Peoples and early traders, explorers and settlers? Year 5 What do we know about the lives of people in Australia's colonial past and how do we know? How did an Australian colony develop over time and why? How did colonial settlement change the environment? What were the significant events and who were the significant people that shaped Australian colonies? Year 6 Why and how did Australia become a nation? How did Australian society change throughout the twentieth century? Who were the people who came to Australia? Why did they come? What contribution have significant individuals and groups made to the development of Australian society?</p>	<p>'Inquiry Based Learning - Geography Inquiry' Comparing Countries Year 4 How does the environment support the lives of people and other living things? How do different views about the environment influence approaches to sustainability? How can people use environments more sustainably? Year 5 How do people and environments influence one another? How do people influence the human characteristics of places and the management of spaces within them? How can the impact of bushfires or floods on people and places be reduced? Year 6 How do places, people and cultures differ across the world? 1. What are Australia's global connections between people and places? 2. How do people's connections to places affect their perception of them?</p>	<p>'Inquiry Based Learning – Economics and Business' Year 5 Why do I have to make choices as a consumer? What influences the decisions I make? What can I do to make informed decisions? Year 6 Why are there trade-offs associated with making decisions? What are the possible effects of my consumer and financial choices? 1. Why do businesses exist and what are the different ways they provide goods and services?</p>	<p>'Inquiry Based Learning – Civics and Citizenship Inquiry' Year 4 How can local government contribute to community life? What is the difference between rules and laws and why are they important? How has my identity been shaped by the groups to which I belong? Year 5 What is democracy in Australia and why is voting in a democracy important? Why do we have laws and regulations? How and why do people participate in groups to achieve shared goals? Year 6 What are the roles and responsibilities of the different levels of government in Australia? 1. How are laws developed in Australia? 2. What does it mean to be an Australian citizen?</p>
	Assessment	<p>Students will pose and explore a range of inquiry questions to develop knowledge and understanding of History, Geography, Civics and Citizenship and Economics and Business. Students will complete a booklet that follows the inquiry process and have multiple opportunities to demonstrate their understanding of posing questions, researching, analysing and communicating.</p>	<p>Part A: Students choose two different locations and compare their characteristics, locations, terrain, landforms peoples interconnection with their environment and animals and their habitat. They use mapping conventions and legends to show landforms and key important places.</p> <p>Part B: Students will compare the location's mining, deforestation and farming and explain how the terrain is a result of human impact and suggest ways to deal with a geographical challenge.</p> <p>Part C: Students will compare and explain the differences in the people, culture, population, health, income and connection to their land and discuss how this impacts life expectancy.</p>	<p>In this project-based unit, students will work collaboratively to build an online business that incorporates a digital interface. They will experiment with input and output storage functions to develop accounting systems, marketing material and product designs. Students will create a 'Kick Starter' product promotional video that incorporates images, video, sound and editing techniques. They will implement simple digital solutions as visual programs with algorithms involving branching (decisions) and user input through their website store. Students will construct a 'Business Model Canvas' to structure their business, identify their value proposition, set future business goals and develop their pitch for investors. Students will consider ways to manage social media to maintain privacy and develop ways to appropriately communicate online. Students will learn about the soft and hard skill that they need to become successful. And lastly, they will develop the key characteristics of entrepreneurs including being creative, innovation, passion, motivation, initiative, optimism, future orientated, persuasive, flexible, resources, productive, driven, adventurous and decisive.</p>	<p>Students will be given a guide to your inquiry however, there is no limit to where they can take your research and how they demonstrate their understanding. To support their inquiry, the teacher will provide some resources and information to guide the process although, students are encouraged to conduct your own research and to think beyond the minimum requirements. Students will be assessed regularly at key stages throughout each inquiry and have multiple opportunities to demonstrate their inquiry skills and knowledge and understanding.</p>
Technologies	Units	<p>Design Technology - 'Toys From Trash' Year 4: Investigate the suitability of materials, systems, components, tools and equipment for a range of purposes Investigate how forces and the properties of materials affect the behaviour of a product or system Year 5 and 6: Investigate how electrical energy can control movement, sound or light in a designed product or system Investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate the impact of their use</p>		<p>Digital Technology - 'Entrepreneurs of Tomorrow' Year 4: Recognise different types of data and explore how the same data can be represented in different ways Identify and explore a range of digital systems with peripheral devices for different purposes, and transmit different types of data. Year 5 and 6: Examine how whole numbers are used to represent all data in digital systems Examine the main components of common digital systems and how they may connect together to form networks to transmit data.</p>	
	Assessment	<p>Students will follow the design process to construct a toy made from trash. Students will demonstrate that they can use tools safely, make changes and reflect on the process. Students will identify the needs of a community, consider sustainable options and the impact their toy has on the future.</p>		<p>In this project-based unit, students will work collaboratively to build an online business that incorporates a digital interface. They will experiment with input and output storage functions to develop accounting systems, marketing material and product designs. Students will create a 'Kick Starter' product promotional video that incorporates images, video, sound and editing techniques. They will implement simple digital solutions as visual programs with algorithms involving branching (decisions) and user input through their website store. Students will construct a 'Business Model Canvas' to structure their business, identify their value proposition, set future business goals and develop their pitch for investors. Students will consider ways to manage social media to maintain privacy and develop ways to appropriately communicate online. Students will learn about the soft and hard skill that they need to become successful. And lastly, they will develop the key characteristics of entrepreneurs including being creative, innovation, passion, motivation, initiative, optimism, future orientated, persuasive, flexible, resources, productive, driven, adventurous and decisive.</p>	

Health	Units <i>(To be taught and assessed by Triad Teacher)</i>	Being healthy, safe and active Year 4: Explore how success, challenge and failure strengthen identities Explore strategies to manage physical, social and emotional change Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe Identify and practice strategies to promote health, safety and wellbeing Year 5 and 6: Examine how identities are influenced by people and places Investigate community resources and ways to seek help about health, safety and wellbeing Plan and practise strategies to promote health, safety and wellbeing	Communicating and interacting for health and wellbeing Year 4: Describe how respect, empathy and valuing diversity can positively influence relationships Investigate how emotional responses vary in depth and strength Discuss and interpret health information and messages in the media and internet Year 5 and 6: Practise skills to establish and manage relationships Examine the influence of emotional responses on behaviour and relationships Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours	Contributing to healthy and active communities Year 4: Describe strategies to make the classroom and playground healthy, safe and active spaces Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing Research own heritage and cultural identities, and explore strategies to respect and value diversity Year 5 and 6: Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to natural and built environments	Changes in physical bodies. Year 6 Investigate resources and strategies to manage changes and transitions associated with puberty
	Assessment	Year 4 Students identify how heritage and culture influence identity by completing a 'Me card'. They demonstrate communication skills and strategies for working cooperatively during games from the 'Be positive' collection, and observe varying emotional responses. Year 5 and 6 Students explain the influence of people and places on identities. To access and interpret health information from different sources to construct a health message appropriate to their age group.	Year 4 Students identify how heritage and culture influence identity by completing a 'Me card'. They demonstrate communication skills and strategies for working cooperatively during games from the 'Be positive' collection, and observe varying emotional responses. Year 5 and 6 Students explain the influence of people and places on identities. To access and interpret health information from different sources to construct a health message appropriate to their age group.	Students will create a multimodal presentation discussing the benefits on contributing to healthy and active communities.	Students will complete a portfolio of work discussing strategies on how to manage changes and transitions associated with puberty.
The Arts	Units	Visual Arts 'Frida Kahlo and her Surrealism Movement' Year 4: Use materials, techniques and processes to explore visual conventions when making artworks Present artworks and describe how they have used visual conventions to represent their ideas Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples Year 5 and 6: Develop and apply techniques and processes when making their artworks Plan the display of artworks to enhance their meaning for an audience Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks	Media Art 'Earth and Space Sciences' Year 4: Use media technologies to create time and space through the manipulation of images, sounds and text to tell stories Plan, create and present media artworks for specific purposes with awareness of responsible media practice Identify intended purposes and meanings of media artworks, using media arts key concepts, starting with media artworks in Australia including media artworks of Aboriginal and Torres Strait Islander Peoples Year 5 and 6: Develop skills with media technologies to shape space, time, movement and lighting within images, sounds and text Plan, produce and present media artworks for specific audiences and purposes using responsible media practice Explain how the elements of media arts and story principles communicate meaning by comparing media artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander media artworks	Drama 'Social Impacts' Year 4: Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place Shape and perform dramatic action using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal and Torres Strait Islander drama Identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal and Torres Strait Islander Peoples, using the elements of drama to make comparisons Year 5 and 6 Explore dramatic action, empathy and space in improvisations, play building and scripted drama to develop characters and situations 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 to share community and cultural stories and engage an audience Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander drama	
	Assessment	In this unit, students will investigate Frida Kahlo and analyse pieces of her work from the early 20 th century. Students will identify and infer meaning from surrealism pieces and recreate their own work using similar artistic techniques. Throughout the unit, students will recreate a range of Frida Kahlo's and surrealists artworks that convey a message. Students will analyse and identify meaning conveyed in other artworks and make choices about how to display their own work.	Year 4 Students will create a video that illustrates your understanding of weathering and erosion and the impacts of humans. You will discuss different types of soil and rocks and how these parts of earth erode and weather differently. Year 5 Students will create a video that illustrates your understanding of space and the discoveries, the Indigenous spiritual understanding and the impact of humans. You will discuss different types facts about the solar system. Year 6 Students will create a video that illustrates your understanding of natural disasters, the Indigenous spiritual understanding and the solutions that humans are creating to minimise the effects.	Story Bridge Artwork	