

Learning Area		Term 1	Term 2	Term 3	Term 4
English	<b>Units</b>	<p><b>Creating Characters</b> Students listen to, read and interpret a novel from the fantasy genre showing understanding of character development in relation to plot and setting. They demonstrate the ability to analyse the development of a main character through a written response. They create a short story of an imaginative text, depicting contrasting fantasy characters in relation to setting and plot.</p>	<p><b>Examining Media Texts</b> 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><b>Responding to poetry</b> Students listen to, read and view a range of poetry, including narrative poems. Create a transformation of a narrative poem to a digital multimodal narrative.</p>	<p><b>Exploring narrative through novels</b> 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>
	<b>Assessment</b>	<p><b>Short narrative</b> <i>Imaginative response — Written</i> Students read and interpret short stories showing understanding of the narrative structure and language features.</p>	<p><b>Letter to the Editor</b> <i>Written</i> Students write a letter to the editor, persuading the public to agree with their point of view about a given issue. <b>Comprehend a narrative text.</b> <i>Exam/test</i> Students interpret and analyse information from a feature article</p>	<p><b>Poetry analysis</b> <i>Informative response —written</i> Students write a poetry analysis, explaining the topic; purpose and audience of the poem; the tone and mood of the poem; and a personal response to the poem Interpret and write a transformation of a poem into a narrative.</p>	<p><b>Written review of a novel</b> <i>Written</i> Students write a book review of a novel.</p>
Maths	<b>Units</b>	<p><b>Number and place value</b></p> <ul style="list-style-type: none"> <li>make connections between factors &amp; multiples</li> <li>identify numbers with 2, 3, 5 or 10 as factors</li> <li>represent multiplication using the split &amp; compensate strategy</li> <li>use a written strategy for addition &amp; subtraction</li> <li>round &amp; estimate to check the reasonableness of answers</li> <li>solve problems using mental computation strategies &amp; informal recording methods</li> </ul> <p><b>Fractions and decimals</b></p> <ul style="list-style-type: none"> <li>use models to represent fractions</li> <li>count on &amp; count back using unit fractions</li> <li>solve problems using unit fractions</li> <li>add &amp; subtract simple fractions with the same denominator.</li> <li>make connections between fractional numbers &amp; the place value system</li> <li>represent, compare &amp; order decimals</li> </ul> <p><b>Using units of measurement</b></p> <ul style="list-style-type: none"> <li>read &amp; represent 24-hour time</li> <li>measure dimensions</li> </ul> <p><b>Geometric reasoning</b></p> <ul style="list-style-type: none"> <li>identify the components of angles</li> <li>compare &amp; estimate the size of angles to establish benchmarks</li> <li>construct &amp; measure angles.</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>apply the properties of 3D objects to make connections with a variety of two-dimensional representations of 3D objects</li> <li>represent 3D objects with 2D representations.</li> </ul> <p><b>Location and transformation</b></p> <ul style="list-style-type: none"> <li>investigate &amp; create reflection &amp; rotation symmetry</li> <li>describe &amp; create transformations using symmetry</li> </ul> <p><b>Data representation and interpretation</b></p> <ul style="list-style-type: none"> <li>explore methods of data representations to construct &amp; interpret data displays.</li> </ul> <p><b>Patterns and algebra</b></p> <ul style="list-style-type: none"> <li>create &amp; continue patterns involving whole numbers, fractions &amp; decimals</li> <li>explore strategies to find unknown quantities.</li> </ul>	<p><b>Number and place value</b></p> <ul style="list-style-type: none"> <li>round &amp; estimate to check the reasonableness of answers</li> <li>explore &amp; apply mental computation strategies for multiplication &amp; division</li> <li>solve multiplication &amp; division problems with no remainders</li> <li>solve problems using mental computation strategies &amp; informal recording methods</li> <li>explore &amp; identify factors &amp; multiples.</li> </ul> <p><b>Patterns and algebra</b></p> <ul style="list-style-type: none"> <li>create &amp; continue patterns involving whole numbers, fractions &amp; decimals</li> <li>explore strategies to find unknown quantities.</li> </ul> <p><b>Fractions and decimals</b></p> <ul style="list-style-type: none"> <li>represent, compare &amp; order decimals</li> </ul> <p><b>Using units of measurement</b></p> <ul style="list-style-type: none"> <li>read &amp; represent 24-hour time, convert between 12- &amp; 24-hour time</li> </ul> <p><b>Chance</b></p> <ul style="list-style-type: none"> <li>identify &amp; describe possible outcomes</li> <li>describe equally likely outcomes</li> <li>represent probabilities of outcomes using fractions</li> <li>conduct a chance experiment &amp; investigate the fairness of a game.</li> </ul>	<p><b>Number and place value</b></p> <ul style="list-style-type: none"> <li>round &amp; estimate to check an answer is reasonable</li> <li>use written strategies to add &amp; subtract</li> <li>use an array to multiply one- &amp; two-digit numbers</li> <li>use divisibility rules to divide</li> <li>solve problems involving computation &amp; apply computation to money problems.</li> </ul> <p><b>Chance</b></p> <ul style="list-style-type: none"> <li>order chance events</li> <li>express probability on a numerical continuum</li> <li>apply probability to games of chance</li> <li>make predictions in chance experiments</li> </ul> <p><b>Fractions and decimals</b></p> <ul style="list-style-type: none"> <li>makes connections between fractions &amp; decimals, compares &amp; orders decimals</li> </ul> <p><b>Money and financial mathematics</b></p> <ul style="list-style-type: none"> <li>investigate income &amp; expenditure</li> <li>calculate costs</li> <li>investigate savings &amp; spending plans</li> <li>develop &amp; explain simple financial plans.</li> </ul> <p><b>Patterns and algebra</b></p> <ul style="list-style-type: none"> <li>creates, continues &amp; identifies the rule for patterns involving the addition &amp; subtraction of fractions</li> <li>use number sentences to find unknown quantities involving multiplication &amp; division.</li> </ul> <p><b>Using units of measurement</b></p> <ul style="list-style-type: none"> <li>chooses appropriate units for length, area, capacity &amp; mass</li> <li>estimate &amp; measure the perimeters of rectangles</li> <li>estimate &amp; calculate area of rectangles.</li> <li>measures length, area, capacity &amp; mass</li> <li>finds perimeter</li> <li>problem solves &amp; reasons when applying measurement to answer a question</li> </ul> <p><b>Location and transformation</b></p> <ul style="list-style-type: none"> <li>describe symmetry, create symmetrical designs &amp; enlarge shapes.</li> </ul> <p><b>Geometric reasoning</b> estimate &amp; measure angles, construct angles using a protractor.</p>	<p><b>Number and place value</b></p> <ul style="list-style-type: none"> <li>apply mental &amp; written strategies to solve addition, subtraction, multiplication &amp; division problems</li> <li>apply computation skills</li> <li>use estimation &amp; rounding to check reasonableness</li> <li>identify &amp; use factors &amp; multiples.</li> </ul> <p><b>Fractions and decimals</b></p> <ul style="list-style-type: none"> <li>recognise that the place value system can be extended beyond thousandths</li> <li>compare, order &amp; represent decimals</li> <li>locate decimals on a number line</li> </ul> <p><b>Money and financial mathematics</b></p> <ul style="list-style-type: none"> <li>calculate with money</li> </ul> <p><b>Location and transformation</b></p> <ul style="list-style-type: none"> <li>use a grid to describe locations on maps</li> <li>describe positions using landmarks &amp; directional language.</li> </ul> <p><b>Data representation and interpretation</b></p> <ul style="list-style-type: none"> <li>design data-collection questions &amp; tools</li> <li>represent data as a column graph or dot plot</li> <li>interpret data to draw a conclusion.</li> </ul>

	<b>Assessment</b>	<b>Fantastic factors and magnificent multiples</b> <i>Short answer questions</i> Students identify and describe factors and multiples of whole numbers.	<b>Perfecting Patterns</b> <i>Short answer questions</i> Students continue patterns by adding and subtracting whole numbers, fractions and decimals and find unknown quantities in number sentences.	<b>What is the chance of that?</b> <i>Short answer questions</i> Students mathematically describe chance experiments involving equally likely outcomes and represent those outcomes.	<b>Generation geometry</b> <i>Written</i> Students measure and construct angles, make connections between three-dimensional objects and their two-dimensional representation. Students describe the symmetry and transformation of two-dimensional shapes and identify line and rotational symmetry.	
		<b>Digging into data</b> <i>Short answer questions</i> Students classify and interpret data and pose questions to gather data.	<b>Multiplicative reasoning</b> <i>Short answer questions</i> Students solve multiplication and division problems by efficiently and accurately applying a range of strategies.	<b>Calculating Time</b> Short answer questions Students convert between 12-hour and 24-hour time	<b>Money &amp; Simple Budgets</b> <i>Short answer questions</i> Students apply a range of computation strategies to solve money problems and to plan and calculate simple budgets.	
		<b>Year 5's Great garden</b> <i>Short answer questions</i> Students choose appropriate units of measurement for length, area, volume, capacity and mass. They calculate perimeter and area of rectangles.	<b>Fractions</b> <i>Short answer questions</i> Students locate, represent, compare and order fractions and add and subtract fractions.			
<b>Science</b>	<b>Units</b>	<b>Light – Now You See it</b> Investigate properties of light and formation of shadows. Reflection of angles, how refraction affects perceptions of an object's location, how filters absorb light and affect how we perceive colour of objects; and the relationship between light source distance and shadow height. Role of light in everyday objects and devices.	<b>Matter Matters</b> Classification of matter to include gases. How matter structures the world. Solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Observable properties and behaviours of solids, liquids and gases.	<b>Our place in the Solar system</b> Describe key features of our solar system including planets and stars. Scientific developments have affected people's lives and knowledge of the solar system comes from a range of people. Plan and conduct investigations to answer questions and solve problems. They will decide on variables to change and measure to conduct fair tests.	<b>Animal Adaptations – survival in the Australian environment</b> Structural features and behavioural adaptations that assist living things survive in their environments. Investigate factors that influence how plants and animals survive in extreme environments. Create a creature with adaptations that are suitable for survival in a prescribed environment.	
	<b>Assessment</b>	The aMAZEing trick project	Investigating evaporation and explaining solids, liquids and gases project.	Exploration of the Solar System Project	Create a creature poster/ multimodal presentation	
<b>Learning Area</b>		<b>Semester 1</b>			<b>Semester 2</b>	
<b>HASS</b>	<b>Units</b>	<b>Communities in colonial Australia (1800's)</b> Inquiry questions: How have individuals and groups in the colonial past contributed to the development of Australia?	<b>Managing Australian Communities</b> Inquiry questions: How are people and environments managed in Australian communities in the context of natural disasters?	<b>People and the Environment</b> Inquiry questions: How do people and environments influence one another? <b>(Geography – Travel Guide and Australia's place in the world)</b>	<b>Participating in Australian Communities</b> Inquiry questions: <b>How have people enacted their values and perceptions about their community, other people and places, past and present?</b>	
	<b>Assessment</b>	To describe how and why life changed and stayed the same for people in a colonial Australian community and describe the significance of an early inland explorer in bringing about change to colonial Australia. <b>Part A:</b> Posing questions <b>Students will:</b> <ul style="list-style-type: none"> <li>develop questions for an investigation.</li> </ul> <b>Part B:</b> Collecting and locating information Students will: <ul style="list-style-type: none"> <li>locate and collect information from a range of sources to answer questions</li> <li>examine sources to determine their purpose and to identify different viewpoints</li> <li>describe the significance of events/developments in bringing about change.</li> </ul> <b>Part C:</b> Analysing and interpreting information Students will: <ul style="list-style-type: none"> <li>describe the significance of people in bringing about change</li> <li>describe aspects of the past that have remained the same</li> <li>examine sources to identify different viewpoints</li> <li>identify the causes and effects of change on particular communities</li> <li>sequence information about events and the lives of individuals in chronological order using timelines.</li> </ul>	To identify how environmental issues in Australian communities can be managed. <b>Part A: Sorting, recording and representing</b> Students will: <ul style="list-style-type: none"> <li>identify the effects of these interconnections on the characteristics of place and environments</li> <li>sort, record and represent data in different formats, including large-scale maps, using basic conventions.</li> </ul> <b>Part B: Proposing action</b> Students will: <ul style="list-style-type: none"> <li>sequence information about selected phenomena in chronological order</li> <li>independently propose action</li> <li>describe the possible effects of their proposed action</li> <li>present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.</li> </ul>	Research To investigate the characteristics of places and use evidence to draw conclusions about a preferred place to live. <b>Part A: Human and environmental characteristics of places</b> Students will: <ul style="list-style-type: none"> <li>identify and describe the locations of places using mapping conventions</li> <li>sort, record and interpret data and information about the characteristics of places.</li> </ul> <b>Part B: Influences of people and the environment on places</b> Students will: <ul style="list-style-type: none"> <li>identify and explain interconnections between people and the human and environmental characteristics of places and between components of the environment.</li> </ul> <b>Part C: Decide on a place to live</b> Students will: <ul style="list-style-type: none"> <li>evaluate the characteristics of places to decide the country in which they would prefer to live.</li> </ul>	To investigate democratic values and processes in the school community. <b>Part A:</b> Identifying values Students will: <ul style="list-style-type: none"> <li>identify the importance of values to Australia's democracy</li> <li>identify the importance of processes to Australia's democracy.</li> <li>describe the roles of different people in Australia's legal system.</li> </ul> <b>Part B:</b> Responding to an issue Students will: <ul style="list-style-type: none"> <li>work with others to generate alternative responses to an issue or challenge.</li> </ul> <b>Part C:</b> Planning for action Students will: <ul style="list-style-type: none"> <li>describe different views on how to respond to an issue or challenge</li> <li>present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.</li> </ul>	

<b>Technologies</b>	<b>Units</b>	<b>DIGITAL Technologies – A-maze-ing digital designs</b>	<b>Flight - How far can paper fly?</b> Construct a paper plane that can fly the greatest distance and remain in the air the longest.	<b>City X Showcase</b>	<b>Make a Game</b>
	<b>Assessment</b>	To describe digital systems and their components and explain how digital systems connect together to form a network. To create a maze game using the skills of defining, designing, implementing using visual programming, managing and evaluating.  Explain how digital systems connect together to form a network. Design two different paper planes to test for the paper plane flying competition.	<ul style="list-style-type: none"> <li>•Present your findings to the class. You should include,</li> <li>•What is flight</li> <li>•A brief history of flight</li> <li>Your design process</li> <li>•Ideate</li> <li>•Iteration (prototype, test)</li> <li>•Blueprint (front, side, top)</li> <li>•Reflect</li> </ul>	Knowledge and Understanding – The Design process (individually) Investigating and designing – Empathise, define and ideates )individually) Investigating and designing. Producing – Prototype, test and share (Group) Evaluating – Evaluating the quality of the product and effectiveness of development process. Reflects on learning (Individually)	Create a maze game using visual programming. (Scratch)
<b>Health</b>	<b>Units (To be taught and assessed by Triad Teacher)</b>	<b>Emotional Interactions</b> Students recognise that emotions and behaviours influence how people interact. They understand that relationships are established and maintained by applying skills. Students identify practices that keep themselves and others safe and well.		<b>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.	
	<b>Assessment</b>	<b>Project/assignment</b> Students complete an assignment. They respond to a series of questions and scenarios about emotional responses and interactions with others. They present a group role-play.		<b>Research</b> Students complete an informative written response. They investigate a school procedure and rules related to health and wellbeing and prepare a written response to highlight the importance of these practices as healthy habits.	
<b>The Arts</b>	<b>Units</b>	<b>Visual Arts</b> Say it with art- School Expectations  The focus of this unit is to appreciate and understand the ideas that artists are trying to convey throughout street art- including Graffiti Art. Students will explore the street artist 'Banksy' and design their own artwork conveying their own understanding of our school expectations; Respect, Responsibility and Safety.		<b>Drama / Media</b> Indigenous Perspectives – Telling Dreamtime Stories through freeze frames.	
	<b>Assessment</b>	Collection of Work <b>Part A: Making</b> <ul style="list-style-type: none"> <li>• Plan and design — explore artworks to plan the making and display of graffiti street art.</li> <li>• Create —a street art canvas that expresses school behaviour expectations and is displayed to enhance meaning for an audience.</li> </ul> <b>Part B: Responding</b> <ul style="list-style-type: none"> <li>• Explain how ideas are represented in street art that you have viewed and made. Describe the influences of artworks and practices from different cultures, times and places on your art making.</li> </ul>		Students will demonstrate their knowledge and understanding of drama theory to develop and devise techniques to create freeze frames. Students create a media campaign on a school based social issue.	