

Learning Area		Term 1	Term 2	Term 3	Term 4
English	<b>Units</b>	<b>Investigating author’s language in a familiar narrative</b> Students read a narrative and examine and analyse the language features and techniques used by the author. They create a new chapter for the narrative for an audience of their peers.	<b>Examining humour in poetry</b> Students read and listen to a range of humorous poems by different authors. They identify structural features and poetic language devices in humorous poetry. They use this knowledge to innovate on poems and evaluate the poems by expressing a personal viewpoint using evidence from the poem.	<b>Information Report</b> Endanger Island Students read and listen to a range of informative texts. They explain how language features, images and vocabulary are used to engage the interest of the audience	<b>Persuasive writing</b> Students understand how to recognise and analyse characteristic ideas, and persuasive techniques including language features and devices, audio effects and visual composition in advertisements and their impact on the target audience.
	<b>Assessment</b>	<b>A new chapter</b> <i>Written</i> Students create an imaginative new chapter for a book. Examine and analyse language features and techniques used by the author.	Task: To interpret and evaluate a humorous poem for its characteristic features. • <b>Part A:</b> Read the poem. • <b>Part B:</b> Answer the comprehension questions.	<i>Assignment /Project</i> Students are to write an information report about an endangered Australian animal. Spoken presentation of information report  Reading Comprehension task (NF)	Written Students identify and interpret the persuasive language features and visual elements of the product’s packaging to write a persuasive argument.
Maths	<b>Units</b>	<b>Number and place value</b> • make connections between representations of numbers • partition and combine numbers flexibly • recall multiplication facts • formulate, model & record authentic situations involving operations • compare large numbers • generalise from number properties & results of calculations • derive strategies for unfamiliar multiplication & division tasks <b>Fractions and decimals</b> • communicate sequences of simple fractions <b>Patterns and algebra</b> • use properties of numbers to continue patterns <b>Using units of measurement</b> • use appropriate language to communicate times • compare time durations & use instruments to accurately measure lengths. <b>Chance</b> • compare dependent & independent events • describe probabilities of everyday events <b>Data representation and interpretation</b> • collect & record data, communicate information using graphical displays & evaluate the appropriateness of different displays. <b>Shape</b> • explore properties of polygons, quadrilaterals and tangrams <b>Location and transformation</b> investigate different types of symmetry, analyse & create symmetrical designs.	<b>Number and place value</b> • recognise, read & represent 5-digit numbers • partition numbers using standard & non-standard place value parts • compare & order 5-digit numbers • identify odd & even numbers & make generalisations about their properties • make generalisations about adding, subtracting, multiplying & dividing odd & even numbers • recall of 3s, 6s, 9s facts • solve multiplication & division problems <b>Fractions and decimals</b> • develop understanding of relationships between fractions with halves & thirds • count & represent fractions on number lines & using a range of models • solve fraction problems. <b>Money and financial mathematics</b> • explore strategies to calculate change • rounding to five cents • solve problems involving purchases & the calculation of change <b>Using units of measurement</b> • measure & compare volume • use am & pm notation • solve simple time problems <b>Location and transformation</b> • investigate the language of location, direction and movement • identify cardinal points of a compass & investigate compass directions on maps • plan and plot routes on maps using scales. <b>Geometric reasoning</b> • identify construct & label right angles • identify, construct and mark angles not equal to a right angle.	<b>Number and place value</b> • sequence number values • apply number concepts & place value understanding to the calculation of addition, subtraction, multiplication & division. <b>Fractions and decimals</b> • partition to create fraction families • identify, model & represent equivalent fractions • solve simple calculations involving fractions with like denominators • model & represent tenths & hundredth • make links between fractions & decimals • compare & sequence decimals. <b>Money and financial mathematics</b> • represent, calculate & round amounts of money required for purchases & change. <b>Patterns and algebra</b> • use equivalent addition & subtraction number sentences to find unknown quantities. <b>Using units of measurement</b> • use scaled instruments to measure & compare length, mass, capacity & temperature • measure areas using informal units & investigate standard units of measurement. <b>Shape</b> • compare the areas of regular & irregular shapes using informal units of area measurement.	<b>Number and place value</b> • calculate using a range of mental & written strategies with 2 & 3 digit numbers • recall multiplication & related division facts • calculate multiplication & division using a range of mental & written strategies • solve problems involving the four operations. <b>Fractions and decimals</b> • count & identify equivalent fractions • locate fractions on a number line • read & write decimals • identify fractions & corresponding decimals • compare & order decimals (to hundredths) <b>Money and financial mathematics</b> • calculate change to the nearest five cents • solve problems involving purchases <b>Patterns and algebra</b> • investigate & describe number patterns • use equivalent multiplication & division number sentences to find unknown quantities <b>Shape</b> • measure area of shapes • compare the areas of regular & irregular shapes by informal means <b>Chance</b> • describe the likelihood of everyday chance events • order events on a continuum <b>Data representation and interpretation</b> • write questions to collect data, collect & record data • display & interpret data
	<b>Assessment</b>	Why is it odd? <i>Short answer questions</i> Students use the relationships between the four operations and odd and even numbers	Abundant numbers <i>Short answer questions</i> Students recall multiplication and division facts, identify unknown quantities and solve problems using appropriate strategies for multiplication and division	Fraction fit <i>Short answer questions</i> Students locate familiar fractions on a number line and recognise common equivalent fractions in familiar contexts	Deadly decimals <i>Short answer questions</i> Students demonstrate and explain the connections between fractions and decimals to hundredths
		Sizzling Symmetry <i>Short answer questions</i> Students identify line symmetry in shapes and patterns. Students create symmetrical shapes and patterns.	Measurement investigation <b>Measure it up</b> <i>Inquiry</i> links with Science and English Endangered animals unit Students compare areas of regular and compare areas of regular and irregular shapes using informal units. Students use scaled instruments to measure temperature, mass, capacity and length. Students recall multiplication and division facts	Gnome Land <i>Short answer questions</i> Students recall multiplication and division facts, interpret information contained in simple maps and classify angles in relation to a right angle	Purchasing problems <i>Short answer questions</i> Students solve simple purchasing problems including the calculation of change

		What are the Chances? <i>Short answer questions</i> Students identify dependent and independent events and explain the chance of everyday events occurring	Time <i>Short answer questions</i> Students convert between units of time and can solve problems involving time duration.	Data analyser <i>Inquiry</i> HASS link with data & forces links in science  Students define the different methods for data collection and representation and evaluate their effectiveness. They construct data displays from given or collected data	
<b>Science</b>	<b>Units</b>	<b>Forces</b> Students use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects. They use their knowledge of forces to make predictions about games and complete games safely in order to collect data. They use tables and column graphs to organise data and identify patterns so that findings can be communicated. They identify how science knowledge of forces helps people understand the effects of their actions.	<b>Here today, Gone tomorrow</b> In this unit students will explore natural processes and human activity that cause weathering and erosion of Earth's surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity. They describe situations where science understanding can influence their own and others' actions. They identify questions and make predictions based on prior knowledge. They safely use equipment and make and record observations with accuracy. They suggest explanations for their observations, compare their findings with their predictions and communicate their observations and findings.	<b>Ready, Set, Grow</b> Students investigate life cycles and sequence key stages in the life cycles of plants and animals. They examine relationships between living things and their dependence on each other and on the environment. By considering human and natural changes to the habitats, students will predict the effect of these changes on living things, including the impact on life cycles and the survival of the species. They identify when science is used to understand the effect of their own and others' actions. They identify investigable questions and make predictions based on prior knowledge. They discuss ways to conduct investigations safely and make and record observations with accuracy. They use tables and column graphs to organise their data, suggest explanations for observations and compare their findings with their predictions. They communicate their observations and findings.	<b>Material Madness</b> They investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. They consider how science involves making predictions and how science knowledge helps people to understand the effect of their actions. They make predictions and use appropriate materials and equipment safely to make and record observations when conducting investigations. They represent data, identify patterns in their results, suggest explanations for their results, compare their results with their predictions, and reflect upon the fairness of their investigations. They complete simple reports to communicate their findings.
	<b>Assessment</b>	<b>Investigating contact and non-contact forces</b> <i>Experimental investigation</i> Students conduct an investigation about how contact and non-contact forces are exerted on an object. They design and investigate their own forces game, make a prediction, collect data and identify patterns. Students identify when science is used to understand the effect of their actions.	<b>Investigating soil erosion</b> <i>Project</i> Students describe the natural processes and human activity that cause changes to the Earth's surface. They plan, conduct and report on an investigation of the erosion process. Students apply science understandings to formulate control strategies in real-life situations.	<b>Mapping life cycles and relationships</b> <i>Research</i> Students understand how relationships of living things impact on their life cycle. To describe situations when science is used to understand the effect of actions, and organise and communicate findings.	<b>Investigating properties affecting the use of ochre</b> <i>Supervised assessment</i> Students investigate the observable properties of ochre mixtures and explain how they can be used in real-life situations.
<b>Learning Area</b>		<b>Semester 1</b>		<b>Semester 2</b>	
<b>HASS</b>	<b>Units</b>	Australia – before, during and after settlement Inquiry questions: <ul style="list-style-type: none"> <li>What were the short- and long-term effects of European settlement?</li> </ul> In this unit, students will: <ul style="list-style-type: none"> <li>explore the diversity of different groups within their local community</li> <li>consider how personal identity is shaped by aspects of culture, and by the groups to which they belong</li> <li>examine the purpose of laws and distinguish between rules and laws</li> <li>make connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australia by the British</li> <li>investigate the experiences of British explorers, convicts, settlers and Australia's first peoples, and the impact colonisation had on the lives of different groups of people</li> <li>analyse the experiences of contact between Australia's first peoples and others, and the effects these interactions had on people and the environment</li> <li>draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were and continue to be affected by British colonisation and the enactment of law of terra nullius.</li> </ul>		Using places sustainably Inquiry questions: <ul style="list-style-type: none"> <li>How can people use environments more sustainably?</li> </ul> In this unit, students will: <ul style="list-style-type: none"> <li>explore the concept of 'place' with a focus on Africa and South America</li> <li>describe the relative location of places at a national scale</li> <li>identify how places are characterised by their environments</li> <li>describe the characteristics of places, including the types of natural vegetation and native animals</li> <li>examine the interconnections between people and environment and the importance of environments to animals and people</li> <li>identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places</li> <li>investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste</li> <li>recognise the knowledge and practices of Aboriginal and Torres Strait Islander peoples in regards to places and environments</li> <li>propose actions for caring for the environment and meeting the needs of people.</li> </ul>	
	<b>Assessment</b>	To explore the experiences of an individual and group in the past, aspects that have changed and remained the same and the importance of laws and factors that shape a person's identity and sense of belonging in society.		To investigate the interconnections and diverse characteristics of the environment, interpret data to describe simple patterns and identify different views to respond to a challenge.	
<b>Technologies</b>	<b>Units</b>	Digital Technology – Drones to the Rescue In this unit students will explore and use a drone to solve real world problems. They will: <ul style="list-style-type: none"> <li>define simple problems and identify needs</li> <li>develop technical skills in using a visual programming language to create a digital solution</li> <li>describe, follow and apply a sequence of steps and decisions (algorithms) and when using a visual programming language</li> <li>implement a simple digital solution that involves branching algorithms and user input when creating a solution to a problem</li> </ul>		Design What's for lunch In this unit, students investigate food and fibre production and food technologies used in modern and traditional societies. They design and make a lunch item that includes modern and traditional technologies. They will explore how people in different times developed food and fibre technologies to meet human needs.	

	<b>Assessment</b>	Journal and Observation  Students apply skills in defining, designing, implementing and evaluating a digital solution using a visual programming language.	<b>Portfolio</b> Assessment of student learning will be gathered from completing project work. Students will: <ul style="list-style-type: none"> <li>• collect and manage data about lunch rubbish, use software to calculate their waste footprint and create an infographic that displays their data</li> <li>• explain how the same data sets can be represented in different ways</li> <li>• collect and manipulate different data when creating information and digital solutions</li> <li>• describe how existing information systems are used for identified needs</li> <li>• safely create and communicate information applying agreed ethical and social protocols.</li> </ul> <b>Portfolio</b> Students design and make a lunch item that includes modern and traditional technologies.
<b>Health</b>	<b>Units (To be taught and assessed by Triad Teacher)</b>	Netiquette and Online Protocols In this unit, students examine and interpret health information about cyber safety, cyberbullying and online protocols. They describe and apply strategies that can be used in online situations that make them feel uncomfortable or unsafe. They explore the importance of demonstrating respect and empathy in online relationships. They reflect on young people's use of digital technologies and online communities, and identify resources to support their safety.	<b>Making Healthy choices</b> In this unit, students will identify strategies to keep healthy and improve fitness. They will explore the Australian guide to healthy eating and the five food groups. Students will understand the importance of a balanced diet and how health messages influence food choices. They will create meal plans that reflect health messages.
	<b>Assessment</b>	Collection of work Students interpret health messages related to cyber safety and discuss the influences on safe online choices. Students describe the connections and benefits students have within an online community and identify resources available to support their online safety..	Assessment Task To recognise strategies for managing change. To interpret the Australian guide to healthy eating and discuss the influence of health messages on healthy choices. To use decision making skills to select strategies to stay healthy and active.  Supervised assessment/Test
<b>The Arts</b>	<b>Units</b>	<b>Drama – Exploring Issues through Drama</b> In this unit, students will make and respond to drama by investigating ways that issues and ideas about the world can be explored and expressed through drama.	<b>Media – Poetry in Motion</b> In this unit, students create a character animation to deliver an audio recording of a short, humorous poem.
	<b>Assessment</b>	Students devise, respond to and perform drama about an issue.	Assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>• use story principles to make and share media artworks</li> <li>• use time, space and technologies to make and share media artworks</li> <li>• discuss how and why they and others use images, sound and text to make media artworks</li> <li>• discuss how and why they and others use images, sound and text to present media artworks</li> <li>• make and share media artworks that communicate ideas to an audience</li> <li>• describe and discuss similarities and differences between media artworks they make and view.</li> </ul>
			<b>Visual Arts – Patterns in the Playground</b> In this unit, students will explore the pattern, texture and shape of their local environment. They will make, display and discuss their own and others' artworks.  Students use exploration of artists' work as inspiration for a collaborative artwork based on patterns and surfaces in the local environment.