

Learning Area		Term 1		Term 2	Term 3	Term 4	
English	Units	<p>Persuasive Purpose: To read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience. They use this language to create their own persuasive texts.</p>	<p>Narrative Purpose: To write an imaginative narrative demonstrating 'solving a problem' that develops characters.</p>	<p>Information Report Purpose: In this unit, students read, view and listen to a range of texts to create an informative text. Students examine the text structure of an informative text, including language features. They identify the text structure and organization of informative texts and how the language is used to provide information. Students will write an informative text based on a rainforest animal.</p>	<p>Explore procedures Purpose: Students analyse informative and literary texts. Create a spoken monologue demonstrating a procedure..</p>	<p>Engage with poetry Purpose: Students adapt poems featuring an Australian setting. They analyse texts by exploring the context, purpose and audience and how language features and devices can be adapted to create new meaning. They write and analyse a poem</p>	<p>Examining imaginative texts Purpose: Students interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual language features used to suit context, purpose and audience.</p>
	Assessment	Plan and write a persuasive text on a familiar theme. 'Books vs TV'	Plan and write an imaginative narrative.	Plan and write an information report.	Create and present a monologue as a character from <i>Fantastic Mr Fox</i> , where the character is explaining how to do something (procedure) related to the text.	Analyse, plan and write an adapted poem, of three or more stanzas about a familiar setting.	Create a narrative for a fictional character who overcomes a fear. Plan, draft and edit a multimodal text based on Kumiko and the Dragon.
Maths	Units	<p>Number and place value</p> <ul style="list-style-type: none"> count to 1 000 investigate the 2s, 3s, 5s and 10s number sequences identify odd and even numbers represent 3-digit numbers compare and order 3-digit numbers partition numbers (standard and non-standard place value partitioning) recall addition facts & related subtraction facts represent and solve addition problems add 2-digit, single-digit and 3-digit numbers subtract 2-digit and 3-digit numbers <p>Using units of measurement</p> <ul style="list-style-type: none"> tell time to 5-minute intervals represent time to the minute on digital and analog clocks transfer knowledge of time to real-life context identify one metre as a standard metric unit represent a metre measure with metres of data investigations. <p>Money and financial mathematics</p> <ul style="list-style-type: none"> count collections of coins and notes make and match equivalent combinations calculate change from simple transactions solve a range of simple money problems. <p>Shape</p> <ul style="list-style-type: none"> identify, describe and sort the features of familiar three-dimensional objects make models of 3D objects. <p>Geometric reasoning</p> <p>identify & construct angles with materials compare the size of familiar angles.</p>		<p>Number and place value</p> <ul style="list-style-type: none"> compare and order three-digit numbers partition 3-digit numbers into place value parts count to and beyond 1 000 use place value to add & subtract numbers recall addition number facts add and subtract three-digit numbers solve addition & subtraction word problems double and halve multiples of ten solve simple problems involving multiplication, recall multiplication number facts <p>Fractions and decimals</p> <ul style="list-style-type: none"> describe fractions as equal portions or share represent halves, quarters and eighths of shapes and collections represent thirds of shapes and collections. <p>Patterns and algebra</p> <ul style="list-style-type: none"> infer pattern rules from familiar number patterns identify & continue additive number patterns identify missing elements in number patterns. <p>Chance</p> <ul style="list-style-type: none"> conduct chance experiments describe the outcomes of chance experiments identify variations in the results of chance experiments. <p>Data representation and interpretation</p> <ul style="list-style-type: none"> collect simple data record data in lists and tables display data in a column graph interpret and describe outcomes 	<p>Number and place value</p> <ul style="list-style-type: none"> count in sequences beyond 1000 represent, combine and partition 4-digit numbers flexibly represent multiplication as arrays and repeated addition recall multiplication number facts identify related division number facts make models and use number sentences that represent problem situations recall addition and subtraction facts identify and describe the relationship between addition and subtraction, choose appropriate mental and written strategies to add and subtract. <p>Fractions and decimals</p> <ul style="list-style-type: none"> represent and compare unit fractions of shapes and collections represent unit fractions symbolically solve simple problems involving halves, thirds, quarters and eighths <p>Money and financial mathematics</p> <ul style="list-style-type: none"> represent money amounts in different ways count collections of coins and notes accurately and efficiently, calculate change and simple totals choose appropriate mental strategies to add and subtract money. <p>Patterns and algebra</p> <ul style="list-style-type: none"> use number properties to continue number patterns identify pattern rules to find missing elements in patterns. <p>Units of measurement</p> <p>use familiar metric units to order & compare objects and explain measurement choices.</p>	<p>Number and place value</p> <ul style="list-style-type: none"> recall addition & subtraction number facts use 'part-part-whole' thinking to interpret and solve addition and subtraction word problems add and subtract using a written place value strategy recall multiplication and related division facts multiply 2-digit by single-digit numbers solve multiplication & division word problems. <p>Fractions and decimals</p> <ul style="list-style-type: none"> identify, represent and compare familiar unit fractions and their multiples recognise key equivalent fractions solve simple problems involving fractions <p>Money and financial mathematics</p> <ul style="list-style-type: none"> represent money values in multiple ways count the change required for simple transactions to the nearest five cents. <p>Using units of measurement</p> <ul style="list-style-type: none"> measure, order and compare objects using familiar metric units of length, mass & capacity tell time to the minute <p>Location and transformation</p> <ul style="list-style-type: none"> represent positions on a simple grid map show full, half & quarter turns on a grid map describe positions in relation to key features identify symmetry in the environment classify shapes as symmetrical and non- symmetrical interpret simple maps and plans. <p>Data representation and interpretation</p> <ul style="list-style-type: none"> identify questions of interest based on one categorical variable organise, represent and interpret data 	
	Assessment	<p>Telling Time <i>Short answer questions</i> Students solve problems involving telling time to the nearest minute.</p>	<p>Adding, subtracting and partitioning numbers <i>Short answer questions</i> Students add, subtract and partition numbers and solve problems using additive thinking and place value understanding.</p>	<p>Money <i>Short answer questions</i> Students demonstrate the ability to represent money combinations, select appropriate coins and notes and calculate change.</p>	<p>Unit Fractions and Multiplication <i>Short answer questions</i> Students represent multiplication, recall multiplication facts, solve problems using efficient strategies for multiplication and model and represent unit fractions.</p>		

		Three-dimensional objects and angles <i>Short answer questions</i> Students make a model of a three-dimensional object and recognise angles in real situations.	Conduct a chance experiment <i>Short answer questions</i> Students collect and interpret data from a simple chance experiment.	Patterns and problem solving <i>Short answer questions</i> Students classify numbers as either odd or even, continue number patterns, recall addition facts for single-digit numbers and recognise the connection between addition and subtraction.	Grid maps and symmetry <i>Short answer questions</i> Students match positions on maps with given information, and identify symmetry in the environment.	
				Measurement units <i>Short answer questions</i> Students use metric units for length, mass and capacity.	10 000 Short answer questions Students count to and from 10 000	
Science	Units	Spinning Earth Effect of Earth's rotation on its axis in relation to position of sun. Observable and non-observable features of Earth & compare its size with sun & moon. Day & night, sunrise & sunset, & shadows occur from Earth's rotation. Changes in sunlight throughout the day.	Is it living? What constitutes a living thing and how they can be distinguished from non-living things. Group living and non-living things according to observable features. Recognise once-living things.	Heating Up How heat is produced & its behaviour when it transfers from an object or area to another. Heat can be observed by touch and that formal measurements of heat (temperature) can be taken using a thermometer. Heat transfers from warmer areas to cooler area	What's the matter? Change of state between solid & liquid can be caused by adding or removing heat. Properties of liquids & solids. How to identify an object as a solid or a liquid. How adding or removing heat affects materials used in everyday life.	
	Assessment	<ul style="list-style-type: none"> Earth Rotation investigation Shadows investigation: Measure, record and graph sun's position and the rotation of the Earth Spinning Earth written test 	<ul style="list-style-type: none"> Investigation: Is a seed a living thing? Comparison of 2 living things 	<ul style="list-style-type: none"> Water bottle insulation (different forms of insulation and how it prevents heat energy and flow) Heat test 	<ul style="list-style-type: none"> Knowledge of States of Matter test States of Matter Investigation 	
Learning Area	Semester 1			Semester 2		
HASS	Units	Our Unique Communities: ANZAC Day Inquiry questions: <ul style="list-style-type: none"> How do people contribute to their unique communities? Why would different people have different points of view? In this unit, students: <ul style="list-style-type: none"> Identify individuals, events and aspects of the past that have significance in the present Identify and describe aspects of their community that have changed and remained the same over time Explain how and why people participate in and contribute to their communities Identify a point of view about the importance of different celebrations and commemorations to different groups Pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions Sequence information about events and the lives of individuals in chronological order Communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms 		Exploring places near and far Inquiry questions: <ul style="list-style-type: none"> How and why are places similar and different? Identify connections between people and the characteristics of places Describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places Interpret data to identify and describe simple distributions and draw simple conclusions Record and represent data in different formats, including labelled maps using basic cartographic conventions Describe the importance of making decisions democratically and propose individual action in response to a democratic issue Explain the role of rules in their community and share their views on an issue related to rule-making Communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms 		
	Assessment	To conduct an inquiry to answer the following inquiry question: <i>How and why are Anzac Day commemorations significant for different groups?</i> <ul style="list-style-type: none"> Part A: Posing questions Part B: Locating information Part C: Sequencing and point of view Part D: Creating a text 		To identify, describe and interpret data about Australian places and explain the importance of making decisions democratically, the role of rules in the community and action in response to an issue. <ul style="list-style-type: none"> Part A: Representing places Part B: Identifying similarities and differences Part C: Making decisions 		
Technologies	Units	Digital Technologies: Task: What digital systems do you use? In this unit students will explore and use a range of digital systems including peripheral devices and create a digital solution (an interactive guessing game) using a visual programming language (Tynker) They will: <ul style="list-style-type: none"> explore and describe how digital systems are used and meet needs at home, in school and the local community, and use a range of peripheral devices to transmit data define problems and identify needs develop technical skills in using a visual programming language to create a digital solution describe, follow and apply a sequence of steps and decisions (algorithms) in non-digital contexts and when using a visual programming language implement a simple digital solution that involves branching algorithms and user input when creating a simple guessing game explain how their solutions and information systems, such as learning software, meet personal, school and community needs develop skills in computational and systems thinking when solving problems and creating solutions 		Design and Technology Design task – Repurpose It! Water Bottle In this unit, students will investigate the suitability of materials, systems, components, tools and equipment for specific purposes. They will repurpose a clothing item with other recycled materials to create a useful item. They will explore the role of people in Design and Technologies occupations as well as factors, including sustainability that impact on designs that meet community needs. Students will apply the following processes and production skills: <ul style="list-style-type: none"> Investigating by: <ul style="list-style-type: none"> communicating with clients and critiquing needs or opportunities for designs testing materials including fabrics and exploring techniques for shaping and joining them identifying examples of recycling, up-cycling and reusing Generating design ideas for a useful item and communicating them with annotated design drawings Producing a useful item by selecting relevant tools and resources, and using them safely Evaluating design ideas, processes and solutions Collaborating as well as working individually throughout the process Managing by sequencing production steps 		

	Assessment	<p>Part A: Digital systems, which has two questions that assess student understanding of the uses of digital systems (hardware, software and peripheral devices) for specific purposes</p> <p>Part B: Guessing game project. This is a substantial project in which students will design and implement a simple guessing game, using a visual programming language. This part is divided into five sections:</p> <ul style="list-style-type: none"> • Content of the game (not assessed) • Defining the problem • Designing the guessing game • Algorithm of the guessing game (teacher checkpoint) • Implementing the guessing game • Evaluating the guessing game 		<p>Part A: Investigating materials and technologies</p> <p>Part B: investigating and generating designed solutions</p> <p>Part C: Managing and producing designed solutions</p> <p>Part D: Evaluating the design process</p>
Health	Units (To be taught and assessed by Triad Teacher)	<p>Good friends</p> <p>Explore the impact of positive social interaction on self-identity. They will investigate different types of friendships; examine the qualities we look for in a friend; as well as their roles and responsibilities. Students will learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. They will reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships.</p>		<p>Feeling Safe</p> <p>Students investigate how emotional responses vary and understand how to interact positively with others. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe. Thanks for risk-taking behaviours, their rights and responsibilities and explore bullying behaviours and strategies to reduce it and identify people who can help them make good decisions and stay safe.</p>
	Assessment	<p>Good friends tasks (3 parts)</p> <ul style="list-style-type: none"> • Recognise strategies for managing change and examine influences that strengthen identity. • Investigate how emotional responses vary and understand how to interact positively with others in different situations. 		<p>Feeling Safe: Students investigate how emotional responses vary and understand how to interact positively with others. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe.</p> <ul style="list-style-type: none"> • Part A: Look at the characters' faces in the picture • Part B: Look at how the students are behaving in the picture • Part C: <u>Circle</u> all the safety problems in the picture
The Arts	Units	<p>Media/Health On the Cover</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> • explore genre conventions in paper magazine cover design and devise representations of classmates to depict characterisations, settings and ideas • experiment with design (layout, text, colour, image composition) and media technologies (desktop publishing, photography, image manipulation) to appeal to a target audience • present productions in digital or print form to share and discuss similarities and differences in content, structure and design approaches • describe and discuss intended purposes and audience of print and online media artworks using Media Arts key concepts, starting with media artworks from Australia, including media artworks of Aboriginal peoples and Torres Strait Islander peoples 	<p>Visual Arts: Found Objects</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> • explore visual conventions (plaster-cast relief sculpture, mixed media, mould making, found objects, surface manipulation) • represent ideas (display / art conversations / reflections) • compare artworks and use art terminology to communicate meaning • explore artworks from Aboriginal artists and Torres Strait Islander artists which represent the land through symbolic pattern 	<p>Drama: Country/Place</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> • explore ideas and narrative structures in Dreaming stories and Before time stories 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 • identify intended purposes and meaning of drama using the elements of drama to make comparisons
	Assessment	<p>Part A: Responding</p> <ul style="list-style-type: none"> • Describe and discuss the use of images and text in a magazine cover • Reflect on how your electronic magazine cover appeals to a target audience <p>Part B: Making</p> <ul style="list-style-type: none"> • Work collaboratively to plan and design an electronic magazine cover that appeals to a target audience • Production — Make and share an electronic magazine cover that appeals to a target audience 	<p>Part A: Making</p> <p>Plan and design — Work collaboratively to plan an artwork using found objects.</p> <p>Create — Make a three-dimensional artwork using found objects to communicate meanings and ideas about landscapes.</p> <p>Part B: Responding</p> <p>Individual written artist's statement.</p> <p>Present artwork and discuss communicated ideas with class.</p>	<p>Devise, perform and respond to drama about Country/Place</p>