

Learning Area		Term 1	Term 2	Term 3	Term 4
English	Units	<p>Examining Media Texts 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>Creating Characters 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>Responding to poetry Students listen to, read and view a range of poetry, including narrative poems. Create an analysis of a narrative poem.</p>	<p>Exploring narrative through novels Students listen to, read and view narrative films and novels with a range of characters. They demonstrate understanding of the depiction of characters, setting and events in a chosen film. They create a written review of a novel. Students express and justify opinions about aspect of novels during group discussions.</p>
	Assessment	<p>Newspaper Editorial Written Students write an editorial, persuading the public to agree with their point of view about a given issue.</p> <p>Comprehend a narrative text. Exam/test Students interpret and analyse information from a variety of media texts.</p>	<p>Short historical narrative Imaginative response — Written Students read and interpret short stories showing understanding of the narrative structure and language features.</p>	<p>Poetry analysis Informative response —written 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.</p>	<p>Written review of a novel Written Students write a book review of a novel.</p>
Maths	Units	<p>Digging into data In this unit students explore methods of data representations to construct & interpret data displays. They design data-collection questions & tools Students interpret data to draw a conclusion.</p> <p>Fantastic factors and magnificent multiples In this unit students identify and describe factors and multiples of whole numbers. They make connections between factors & multiples.</p>	<p>Year 5's Great garden In this unit students choose appropriate units of measurement for length, area, volume, capacity and mass. Students will calculate perimeter and area of rectangles. They estimate & measure the perimeters of rectangles. Students solve problems & use reasoning when applying measurement to answer a question</p> <p>What is the chance of that? In this unit students describe chance experiments involving equally likely outcomes and represent those outcomes on a continuum. They represent probabilities of outcomes using fractions. Students conduct a chance experiment & investigate the fairness of a game.</p>	<p>Calculating Time In this unit students read & represent 24-hour time. They convert between 12 & 24hour time.</p> <p>Fractions In this unit students will locate, represent, compare and order fractions and add and subtract fractions with the same denominator. They use models to represent fractions. Students solve problems using unit fractions. They represent, compare & order decimals.</p> <p>Multiplicative reasoning In this unit students solve multiplication and division problems by efficiently and accurately applying a range of strategies. They check the reasonableness of answers using estimation and rounding.</p>	<p>Generation geometry In this unit students measure and construct angles, make connections between three-dimensional objects and their two-dimensional representations. They describe and create the symmetry and transformation of two-dimensional shapes, and identify line and rotational symmetry. Student construct angles using a protractor. They use a grid to describe locations on maps and describe positions using landmarks & directional language.</p> <p>Money & Simple Budgets In this unite students apply a range of computation strategies to solve money problems and to plan and calculate simple budgets. They calculate with money and investigate income & expenditure</p>
	Assessment	<p>Digging into data Short answer questions Students classify and interpret data and pose questions to gather data.</p> <p>Fantastic factors and magnificent multiples Short answer questions Students identify and describe factors and multiples of whole numbers.</p>	<p>Year 5's Great garden Short answer questions Students choose appropriate units of measurement for length, area, volume, capacity and mass. They calculate perimeter and area of rectangles.</p> <p>What is the chance of that? Short answer questions Students mathematically describe chance experiments involving equally likely outcomes and represent those outcomes.</p>	<p>Calculating Time Short answer questions Students convert between 12-hour and 24-hour time</p> <p>Fractions Short answer questions Students locate, represent, compare and order fractions and add and subtract fractions.</p> <p>Multiplicative reasoning Short answer questions Students solve multiplication and division problems by efficiently and accurately applying a range of strategies.</p>	<p>Generation geometry Written 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.</p> <p>Money & Simple Budgets Short answer questions Students apply a range of computation strategies to solve money problems and to plan and calculate simple budgets.</p>

SCIENCE	Units	Matter Matters 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.	Light – Now You See it 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.	Space: Our place in the Solar system 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.	Adaptations: Animal Adaptations – survival in the Australian environment 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.
	Assessment	Investigating evaporation and explaining solids, liquids and gases project.	The aMAZEing trick project	Exploration of the Solar System Project	Create and present a creature multimodal presentation
HASS	Units	A Geography inquiry investigation for students to research. The influence of people on the environmental in Europe and North America and the location of their major countries in relation to Australia	Australia Through the 1800's: Integrated Unit 1 History and Economics Inquiry In this unit students will engage and investigate the following inquiry questions: <ol style="list-style-type: none"> 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? How did the Gold Rush era shape Australian colonies? Why do choices need to be made about how limited resources are used? What were the needs and wants of people in Australia's past and how do they compare present and future needs and wants? Purpose: To understand the political, social and capital reasons the colony of Australia developed in the 1800's and to investigate the impact of the Gold Rush on an Australian colony and the people who lived within.	Managing Australian Communities Students will: <ul style="list-style-type: none"> explore principles involved in minimising the harmful effect of natural disasters interpret data to evaluate the ways citizens respond to an Australian natural hazard propose ways in which citizens can respond to natural hazards and describe the possible effects of actions 	Participating in Australian communities Students will: <ul style="list-style-type: none"> describe the roles of different people in Australia's legal system identify the importance of values to Australia's democracy identify the importance of processes to Australia's democracy. work with others to generate alternative responses to an issue or challenge. describe different views on how to respond to an issue or challenge present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions. Inquiry Focus Questions <ol style="list-style-type: none"> 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? Why do I have to make choices as a consumer? What influences the decisions I make? What can I do to make informed decisions?
	Assessment	Students will organise and represent data in a range of formats including tables, graphs and large and small scale maps, using discipline appropriate conventions. Task: European and North American country Inquiry.	Students will research, analyse and sequence information to understand the political, social and economic reasons the colony of Australia developed over time in the 1800's with a particular focus on the impact the discovery of gold had on the development of Australian colonies and the people who lived within.	Students will answer short questions to identify how environmental issues in Australian communities can be managed.	Students will describe the key values that underpin democratic societies and investigate these democratic values and processes within the school community.
Technologies	Units		Design Technologies Wildlife Design - To design and make a product that supports wildlife to coexist with humans in the school environment.		Digital Technologies Drone Coding Challenge
	Assessment		Describe competing considerations in the design of environments. Describe how technologies contribute to meeting future needs. Identify needs and opportunities to support wildlife in the school environment. Generate and communicate design ideas using graphical representations and technical terms. Suggest criteria for success and use these to evaluate ideas and designed solutions.		Students complete a coding challenge Students implement a digital solution using a simple visual program involving branching, repetition and user input. They define why people interact with touch inputs. They use communication tools to share ideas and information.
The Arts	Units	Visual Arts Students use visual conventions and visual arts practices to express a personal view in their artworks. They demonstrate different techniques and processes in planning and making artworks. They describe how the display of artworks enhances meaning for an audience.		Drama / Media Students work collaboratively to plan and perform dramatisations for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting.	
	Assessment	A Sign of the Times Propaganda poster and short response.		Dramatisation performance and reflection.	