

Learning Area		Term 1	Term 2	Term 3	Term 4
English	Units 7 hours per week	Imaginative writing In this unit students engage with a variety of imaginative texts that include some literary devices to enhance and shape the readers' reaction to the text. students learn the elements of a narrative text in order to effectively create their own engaging imaginative text. Students will engage with a wide variety of texts including classic and contemporary literature including the literature of First Nations Australians.	Information Report In this unit, students engage with a range of informative texts that present content of increasing complexity and technicality about topics of interest and topics being studied in other learning areas. Imaginative texts with related themes and topics may be selected to build background knowledge and vocabulary Through texts, students identify how informative texts such as factual descriptions, information reports, procedures and explanations are typically organised and how authors use language and visual features to present relevant information. Students will present an informative multimodal presentation based on a First Nations person. Students use interaction skills when engaging in discussions about texts, using language to express appreciation of these texts. They use more formal language and specific vocabulary when delivering oral presentations to an audience.	Book Study In this unit, through a novel study, students build their understanding of narrative texts and how authors use language and illustrations to portray characters, settings and mood. Additional texts may be provided to support meaning, build background knowledge and extend learning. Students read, view and comprehend a selected text that describes events that extend over several pages, includes unusual happenings within a framework of familiar experiences, and includes images that extend meaning. They use phonic, morphemic and grammatical knowledge to read accurately and fluently as independent readers.	Persuasion In this unit, through texts, students explore how texts are created, using different language features and structures depending on their purpose and audience. Students engage in shared and independent writing and/or learning experiences to create persuasive responses for a particular purpose and audience. They use language of evaluation and emotion such as modal verbs, words, phrases and images, and text structures including the stages of a basic argument, to persuade. Students use interaction skills to contribute to discussions and share ideas for an audience using a clear structure, details to elaborate ideas, and topic-specific and precise vocabulary.
	Assessm ent	Create an imaginative text about a character	Create a spoken and multimodal an information report.	Read, view and comprehend an imaginative text Create a narrative text using ideas drawn from a familiar	Create a spoken presentation to express a preference and opinions about a favourite activity
			Reau, view and comprehend an informative text	text	
Maths	5 hours per week	 Mumber manipulate numbers using understanding of place value in the base-10 number system including partitioning and regrouping Space determine key features of familiar spaces and use these when creating spatial representations (maps) Statistics undertake, with guidance, statistical investigations that are meaningful, making decisions about the use and representation of categorical and discrete numerical data and reporting findings recognise that mathematics has conventions and language enabling the unambiguous communication of ideas and results 	 Number and Algebra manipulate numbers using a range of strategies that are based on proficiency with single-digit addition facts and understanding of place value in the base-10 number system, partitioning and regrouping become increasingly aware of the usefulness of mathematics to model situations and solve practical problems develop, extend and apply their addition and multiplication facts and related facts for subtraction and division through recognising connections between operations and develop automaticity for 3, 4, 5, and 10 multiplication facts through games and meaningful practise learn to formulate, choose and use calculation strategies, communicating solutions within a modelling context Measurement use metric units to measure and compare events and duration	 Number recognise and represent unit fractions and multiples in different ways, communicating solutions within a modelling context develop, extend and apply their addition and multiplication facts and related facts for subtraction and division through recognising connections between operations and develop automaticity for 3, 4, 5, and 10 multiplication facts through games and meaningful practise become increasingly aware of the usefulness of mathematics to model situations and solve practical problems learn to formulate, choose and use calculation strategies. communicating solutions within a modelling context Space determine key features of objects and spaces including angles, and use these when building models and spatial representations become increasingly aware of the usefulness of mathematics to model situations and solve practical problems determine key features of objects and spaces including angles, and use these when building models and spatial representations become increasingly aware of the usefulness of mathematics to model situations and solve practical problems Measurement use metric units to measure and compare objects become increasingly aware of the usefulness of mathematics to model situations and solve practical problems recognise the relationship between dollars and cents and learn to represent money values in different ways 	 Mumber manipulate numbers beyond 10 000 using understanding of place value in the base-10 number system, partitioning and regrouping develop, extend and apply addition and multiplication facts and related facts for subtraction and division through recognising connections between operations and develop automaticity for 2, 3, 4, 5, and 10 multiplication facts through games and meaningful practise Probability develop a qualitative understanding of chance and use the language of chance to describe and compare the outcomes of familiar chance events become increasingly able to understand that different outcomes can be the results of random processes
	Assessm ent	Assessment task 1.1 — Interpreting and creating a map Assessment task 1.2 — Conducting a guided statistical investigation	Assessment task 2.1 — Using mathematical modelling and additive strategies to solve problems Assessment task 2.2 — Estimating, measuring and comparing duration of events	Assessment task 3.1 — Representing fractions and using mathematical modelling to solve practical problems Assessment task 3.2 — Measuring length, mass and capacity and making and classifying objects	 Assessment task 4.1 — Applying knowledge of numbers beyond 10 000, finding unknowns, creating algorithms, solving problems and determining reasonableness Assessment task 4.2 — Identifying likelihood of events and conducting chance experiments

				Monitoring strategy 3.3 — Identifying and comparing angles Monitoring strategy 3.4 — Representing money values in different ways
Science	Units 1 hour per week	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	Spinning Earth W 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.
	Assessment	 Investigating living things Classifying living and non-living Identifying observable features and grouping animaccording to these. 	Water bottle insulation (different forms of insulation and how it prevents heat energy and flow) als	 Earth Rotation investigation Shadows investigation: Measure, record and graph sun's position and the rotation of the Earth Spinning Earth written test
HASS	Units 1 hour per week	 Democracy Students will: describe the importance of making decisions democratically explain the role of rules in their community suggest individual action in response to an issue or challenge share their views on an issue Exploring places near and fraggestional Inquiry questions: How and why are places Identify connections betw characteristics of different differences between the of Interpret data to identify a Record and represent data conventions Communicate their ideas simple discipline-specific 	ar similar and different? een people and the characteristics of places Describe the diverse places at the local scale and explain the similarities and characteristics of these places nd describe simple distributions and draw simple conclusions a in different formats, including labelled maps using basic cartographic findings and conclusions in oral, visual and written forms using terms	 Our Unique Communities Inquiry questions : How do people contribute to their unique communities Why would different people have different points of viole identify individuals, events and aspects of the past the aspects of their community that have changed and reference. Explain how and why people participate in and contribute identify a point of view about the importance of difference. Pose questions and locate and collect information frodraw simple conclusions Sequence information about events and the lives of ir ideas, findings and conclusions in visual and written forms using
	Assessment	To explain the importance of making decisions democratically, the role of rules in the community and action in response to an issue. To identify, describe and inter • Part A: Representing • Part C: Identifying si • Part D: Making decisions • Part D: Making decisions	pret data about Australian places. places Part B: Representing and interpreting data milarities and differences	 To conduct an inquiry to answer the following inquiry question: for different groups? Part A: Posing questions Part B: Locating information Part C: Sequencing and point of view Part D: Creating a text
	Units 1 hour per week	 Digital Technologies: Task: What digital systems do you use? In this unit students will explore and use a range of dig They will: explore and describe how digital systems are use use a range of peripheral devices to transmit data explain how their solutions and information system needs 	ital systems including peripheral devices. d and meet needs at home, in school and the local community, and hs, such as learning software, meet personal, school and community	 Design and Technology Design task – Repurpose It! In this unit, students will investigate the suitability of materials, equipment for specific purposes. They will repurpose a clothin materials to create a useful item. They will explore the role of people in Design and Technologie including sustainability that impact on designs that meet comm Students will apply the following processes and production skil Investigating by: communicating with clients and critiquing needs or opp testing materials including fabrics and exploring technit them identifying examples of recycling, up-cycling and reusin drawings Producing a useful item by selecting relevant tools and residenting design ideas, processes and solutions Collaborating as well as working individually throughout the Managing by sequencing production steps

Vhat'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.

Knowledge of States of Matter. Investigating solids and liquids States of Matter Investigation

s?

- ew? In this unit, students:
- at have significance in the present Identify and describe
- emained the same over time
- bute to their communities
- ent celebrations and commemorations to different groups om sources, including observations to answer questions and

ndividuals in chronological order Communicate their ng simple discipline-specific terms

: How and why are celebrations or commemorations significant

systems, components, tools and g item with other recycled s occupations as well as factors, hunity needs. ls:	Food and Fibre In this mini unit students investigate food and fibre production and food technologies used in modern and traditional societies.
portunities for designs ques for shaping and joining	
ng ting them with annotated design	
sources, and using them safely	
e process	

	Assessment	Digital systems, which has two questions that assess student understanding of the uses of digital systems (hardware, software and peripheral devices) for specific purposes	Part A: Investigating materials and technologies Part B: investigating and generating designed solutions Part C: Managing and producing designed solutions
	Units	Visual Arts: Art Through the Ages	Drama: Country/Place
		In this unit, students will engage in learning experiences in explaining and demonstrating Art Basics.	In this unit, students:
The Arts		 They explore ideas and practices used by Indigenous artists Renaissance Art Impressionism identifying the intended purposes and meanings of symbols used producing artworks reflecting the topic. 	 explore ideas and narrative structures in Dreaming stories empathy in their own improvisations and devised drama use voice, body, movement and language to sustain role a time and place shape and perform dramatic action using narrative structure identify intended purposes and meaning of drama using the
	Assessment	 Collection of Work Portfolio contains various work samples which include samples displaying elements of: Using visual conventions, techniques and processes to communicate their ideas. Describing and discussing similarities and difference between artworks they make, present and view. 	Devise, perform and respond to drama about Country/Place

and Before time stories through roles and situations and use

and relationships and create dramatic action with a sense of

ures and tension in devised and scripted drama he elements of drama to make comparisons