

Learning Area		Term 1	Term 2	Term 3	Term 4
English	Units 7 hours per week	Persuade Me Students explore structural and language features and devices used by authors to persuade and build an argument. Students create a persuasive text for a particular purpose and expressing an opinion with supporting arguments.	Examining humour in poetry 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	Information Report – Endangered animals Students read and listen to a range of informative texts. They use language features, images and vocabulary are used to engage the interest of the audience.	Investigating author's language in a familiar narrative Students read a narrative and examine the language features and techniques used by the author. They create a new chapter for the narrative for an audience of their peers.
	Assessment	Written Create a persuasive letter in response to a proposal	Task: To interpret and evaluate a humorous poem for its characteristic features. Reading Comprehension task (Imaginative) Spoken presentation	Presentation Create a multimodal information report about an endangered animal. Reading Comprehension task (NF)	Written Create an imaginative new chapter for a book. Examine and analyse language features and techniques used by the author.
Mathematics	Units 5 hours per week	Number • draw on proficiency with number facts, fractions and decimals (tenths) to deepen an appreciation of how numbers work • Odd and even numbers Space • recognise and create line and rotational symmetry using materials and digital software • create and interpret grid reference systems and directions to locate and describe positions and pathways Statistics develop and use surveys to obtain data that is directly relevant to statistical investigations	Number and Algebra • draw on proficiency with number facts, fractions and decimals to deepen an appreciation of how numbers work • develop and use strategies for multiplication that are based on understanding of multiplication as an operation and knowledge of laws for arithmetic operations • choose and use efficient strategies when modelling financial and practical problems, communicating solutions within the context of the situation • become aware of the importance of context and purpose when they make judgements and reflect on the reasonableness of measurements and the results of calculations, and how they choose to represent mathematics and mathematical information Measurement convert between units of time when solving problems involving duration	Number • draw on proficiency with number facts, fractions and decimals to deepen an appreciation of how numbers work • choose and use efficient strategies when modelling financial and practical problems, communicating solutions within the context of the situation Space • represent and approximate shapes and objects in the environment Measurement measure and estimate common attributes of objects using conventional instruments and appropriate metric units	Number • draw on proficiency with addition and multiplication facts to add and subtract, multiply and divide numbers efficiently • use algorithms to generate sets of numbers, recognising and describing any patterns that emerge • develop and use strategies for multiplication that are based on their understanding of multiplication as an operation and their knowledge of laws for arithmetic operations Probability • draw on reasoning skills to analyse, categorise and order chance events and identify independent and dependent events investigate variability by conducting repeated chance experiments, observing results
	Assessment		Assessment task 2.1 — Number and Mathematical modelling <i>Rounding, estimation and mathematical modelling</i>	Assessment task 3.1 — Number and Mathematical modelling <i>Representing tenths and hundredths as decimals and using mathematical modelling to solve a problem</i>	Assessment task 4.1 — Number, Algebra and Computational thinking <i>Finding unknowns, creating algorithms and identifying emerging patterns</i>
		Assessment task 1.1 — Space <i>Identifying symmetry and using grid references</i>	Assessment task 2.2 — Measurement <i>Solving duration problems by converting units of time</i>	Assessment task 3.2 — Measurement <i>Measuring length, mass, capacity, temperature, perimeter, angles and area</i>	Assessment task 4.2 — Probability <i>Ordering likelihood of events and conducting chance experiments</i>
		Assessment task 1.3 — Statistics <i>Using surveys to conduct statistical investigations</i>		Monitoring strategy 3.4 — Shape <i>Representing shapes and objects</i>	
Science	Units 1 hour per week	Earth's Changing Surface 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.	Fantastic Forces 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.	Living Things Relationships 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. They identify when science is used to understand the effect of their own and others' actions.	Material Madness They investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. 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.
	Assessment	Changes to the Earth's Surface <i>Short answer test</i> Students describe the natural processes and human activity that cause changes to the Earth's surface. Students apply science understandings to formulate control strategies in real-life situations.	Investigating contact and non-contact forces <i>Investigation</i> Students conduct an investigation about how contact and non-contact forces are exerted on an object. They make a prediction, collect data and identify patterns. Students suggest explanations and communicate their observations /findings.	Research 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.	Investigating properties of materials <i>Scientific investigations.</i> Students investigate the observable properties of materials and explain how they can be used in real-life situations after conducting a fair test.

HASS	Units 1 hour per week	Where do we belong? (Civics) Explore the difference between rules and laws. Investigate belonging to different groups and how that shapes our identity. How people, places and environments interact. In this unit, students will: <ul style="list-style-type: none"> Investigate the differences between ‘rules’ and ‘laws’, why laws are important and how they affect the lives of people, including experiences of Aboriginal and Torres Strait Islander Peoples Explore the different cultural, religious and/or social groups to which they and others in the community belong 	Continents (Geography) In this unit, students will: <ul style="list-style-type: none"> Explore the main characteristics of the continents of Africa and South America and the location of their major countries in relation to Australia Investigate the importance of environments, including natural vegetation, to animals and people 	First Contacts (History) Investigate world explorers and first contacts with Aboriginal and Torres Strait Islander peoples. Inquiry questions: <i>How people, places and environments interact, past and present.</i> In this unit, students will: <ul style="list-style-type: none"> explore the diversity of Australia’s first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) investigate the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival. identify the nature of contact between Aboriginal and Torres Strait Islander Peoples and others and the effects of these interactions on, for example, people and environments. 	Sustainability Explore natural and processed materials. Investigate sustainability and waste management in the local community. Inquiry questions: <i>How can people use environments more sustainably? How people, places and environments interact, past and present.</i> In this unit, students will: <ul style="list-style-type: none"> Examine the custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability Investigate the use and management of natural resources and waste, and the different views on how to do this sustainably
	Assessment	Written - short test Identify rules and laws. Explore groups that shape a person’s sense of belonging.	Portfolio	Written - test	Collection of work
Technologies	Units 1 hour per week	Design Technologies – Pinball Paradise In this unit students will investigate how forces and the properties of materials affect the behaviour of a product or system, make a pinball machine, and design a games environment in which it can be used. Students will apply these processes and production skills to: <ul style="list-style-type: none"> investigating materials, technologies for shaping and joining, and how designs meet people's needs generating and refining design ideas for a pinball machine and a games environment producing a pinball machine that meets the design brief evaluating their design and production processes collaborating and managing by working with others and developing sequenced steps. 			Digital Technology – Dashes to the Rescue In this unit students will: <ul style="list-style-type: none"> define simple 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) and when using a visual programming language implement a simple digital solution that involves branching algorithms and user input when creating a solution to a problem Reflecting and suggesting improvements to solve problems
	Assessment	<i>Collection of work</i> Students design and make a pinball machine that follows the design process.			Journal and Observation Students apply skills in defining, designing, implementing and evaluating a digital solution using a visual programming language. Students code a drone to move around a maze and solve problems along the way.
The Arts	Units	Media Arts – Ad for Pinball machine In this unit, students create a video to deliver a multimodal recording.			Visual Arts – Art styles In this unit, students will be learning about different art styles and artists throughout history. They study the various techniques used by the artists during these periods. They will make, display and discuss their own and others' artworks.
	Assessment	Assessment will gather evidence of the student’s ability to: <ul style="list-style-type: none"> use story principles to make and share media artworks use time, space and technologies to make and share media artworks discuss how and why they and others use images, sound and text to make media artworks make and share media artworks that communicate ideas to an audience. 			Teach and not assessed