

	Students are learning...	Students will demonstrate...
English	<p><b>Explanation (writing)</b> To explore a variety of explanations for different purposes To use their knowledge of purpose and structure to create their own explanation about a Rube Goldberg Machine.</p>	<p>Apply the text structure of a causal explanation to describe how a Rube Goldberg machine works. Students will use topic specific vocabulary, including the scientific vocabulary of forces, in their causal explanation.</p>
Maths	<p>Numbers to tens of thousands – identify, name, write and say numbers 5 digit numbers, as well as partitioning 5 digit numbers Multiples of 3,4,6,7,8 and 9 - Multiplication and division facts up to 10 x 10 – Quick and accurate recall of multiplication and division facts up to 10x10 Word Problems - Working out the important information in word problems to solve multiplication and division Chance – Looking at everyday events and using the chance continuum, decide on the likeness of particular events happening.</p>	<p>Use place value strategies to identify and partition five-digit numbers Use the knowledge of relationships between numbers and to find various multiples. Quick and accurate recall of multiplication and division facts up to 10x10 Use the chance continuum to place everyday events onto the line.</p>
Science	<p><u>Physical Science</u> - <u>Fast forces</u> How do machines suit their purpose? Science- What forces are used to make the machines work? Students will investigate a number of scientific concepts to create an annotated diagram of forces that take place in a Rube Goldberg machine. Push, pull, gravity, acceleration, magnetism are some of the concepts that students will be investigating.</p>	<p>Students will explain the forces involved for a Rube Goldberg Machine to work effectively. Students will demonstrate their knowledge through annotated scientific diagrams and will be able to verbalise their understanding through a multi-modal presentation.</p>
HASS	<p><u>Early European exploration and settlement</u>  To explore early European explorers and the reasons for their explorations along with the first contact of these European explorers with the First Nation's people of Australia.  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.</p>	<p>Students will explain aspects of life before, during and after European settlement of Australia. They will explain how to be active and informed citizens by understanding how decisions can be made democratically, the importance of rules, and how people participate in their community and contribute to the community in which they live.</p>
The Arts	<p><u>Dance</u> Students will perform a teacher-devised dance communicating celebration through bush/line/social dancing. . They will explore the elements of dance through performance and written reflection.</p>	<p>Students will choreograph their own small section of dance to communicate the elements of dance and conventions of social dances</p>