

	Students are learning...	Students will demonstrate...
English	<p>Causal Explanation Students connect the English curriculum with the Science curriculum to investigate how electricity works and how it impacts our lives. They will then write a causal explanation using technical and scientific writing to explain how and why a specific type of energy works. Students will write detailed and accurate sequences of events as an explanation to show cause and effect relationships in sequence.</p>	<p>Students complete a reading comprehension task using non-fiction texts. Students will then write a causal explanation.</p>
Maths	<p>Number and place value: Students recognise properties of prime, composite, square and triangular numbers. They solve problems involving all four operations with whole numbers, describe the use of integers in everyday contexts and locate fractions and integers on a number line</p> <p>Patterns and algebra: Students describe rules in sequences involving whole numbers, fractions and decimals. They will write correct number sentences using brackets and order of operations</p>	<p>Four operations – Students work with the four operations (Addition, Subtraction, Division and Multiplication) to solve problems.</p> <p>Applying the order of operations - Students apply the order of operations rule to solve problems.</p>
Science	<p>Energy and electricity Students will investigate electrical circuits as a means of transferring and transforming electricity. They will design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students will explore how energy from a variety of sources can be used to generate electricity and identify energy transformations</p>	<p>Students analyse requirements for the transfer of electricity in a circuit and describe how energy can be transformed from one form to another to generate electricity. Students explain how scientific knowledge is used to assess energy sources selected for a specific purpose.</p>
HASS	<p>Australia in a diverse world In this unit students will investigate the following key inquiry question: <i>How do places, people and cultures differ across the world?</i> Students will investigate differences in the economic, demographic and social characteristics of countries across the world. They will consider the world's cultural diversity, including that of its indigenous peoples and identify Australia's connections with other countries. They will also organise and represent data in maps using appropriate conventions</p>	<p>Students demonstrate an understanding of the diversity of places by representing, interpreting and describing data and information about the characteristics of places.</p>
Technology	<p>Hands off! Designing a secure environment Students design a solution to an environment's security need and make an electrical device that is part of the solution.</p>	<p>Students design a solution to an environment's security need. Assessment will gather evidence of student's ability to describe competing factors in the design of electrical devices, explain how electrical systems are designed to meet present and future needs, generate and refine ideas and explain how needs can be met with a designed solution.</p>
The Arts	<p>Drama Students will devise a short group performance based on the style of melodrama. They will explore the elements of drama and melodrama conventions through performance and written comparison.</p>	<p>Students will investigate and apply the elements of drama – voice, movement, focus, tension, space, time, language and dramatic meaning</p>

Health	Who influences me? In this unit students explain the influence of people and places on identities. They explore how important people in their lives and the media can influence health behaviour. Students examine influences on health behaviour and construct a health message for their peers.	Assessment description: Students explain the influence of people and places on identities. They access and interpret health information from different sources to construct a health message appropriate to their age group.
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