



		SEMESTER ONE		SEMESTER TWO	
ENGLISH	CURRICULUM KNOWLEDGE	<p>Creating informative texts</p> <p>Students read and deconstruct a range of texts about endangered animals. They identify language features, images and vocabulary are used to engage the interest of audiences. They create an Information report on an Endangered animal of choice</p>	<p>Examining humour in poetry</p> <p>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.</p>	<p>Exploring recounts set in the past</p> <p>Students listen to, read and explore a variety of historical texts including historical and literary recounts written from different people’s perspectives. There are two assessment tasks: a reading comprehension and a spoken presentation. In the reading comprehension task, students answer questions about different historical texts. In the spoken presentation, students present an account of events in the role of a person who was present at the arrival of the First Fleet.</p>	<p>Examining persuasion in advertisements</p> <p>Students recognise and analyse characteristic ideas and persuasive techniques including language features and devices, audio effects and visual composition in advertisements and their impact on the target audience. Students use appropriate metalanguage to describe the effects of persuasive techniques used on a breakfast cereal package and report these to peers. Students use word processing software tools to manipulate text and images to create an effective composition for a breakfast cereal. They write and present a persuasive speech to promote their cereal.</p>
		8 weeks	4 weeks	8 weeks	8 weeks
	TEXTS	Use a range of informative texts (for deconstruction)	Using a range of poems – from Ken Nisbet website	Eliza Bird Convict Boy My Place videos	
ASSESSMENT	<p>Summative Assessment</p> <p>Students create an information text to inform a familiar audience about an endangered animal and the threats to their environment</p>	<p>Summative Assessment</p> <p>To interpret and evaluate a poem for its characteristic features.</p> <p>Students create a poem of their style choice</p> <p>Summative reading assessment – ‘The Best Teacher’</p>	<p>Summative Assessment</p> <p>Create an engaging text that describes and explains perspectives and changes of people from first contact over the first year</p>	<p>Summative Assessment</p> <p>Students identify and interpret the persuasive language features and visual elements of a product’s packaging.</p>	

		SEMESTER ONE		SEMESTER TWO	
		MATHEMATICS	CURRICULUM KNOWLEDGE	<p>Place Value</p> <ul style="list-style-type: none"> • 2 digit by 2 digit multiplication • short division • number sentences and equivalence • problem solving tasks (multiplication and division) • Focus on 2,4,5 and 10 for multiplication and division <p>Odd and Even numbers</p> <ul style="list-style-type: none"> • visual representations of odd and even numbers • adding and multiplying odd and even numbers, problem solving- visual and in algorithms, number sequences and place value using 5-digit numbers <p>Chance and Probability-</p> <ul style="list-style-type: none"> • Language of probability • probability number lines • independent & dependent events • likelihood • simple fraction probability <p>Symmetry</p> <ul style="list-style-type: none"> • identifying lines of symmetry • creating symmetrical shapes • represent lines of symmetry 	<p>Location and Direction</p> <ul style="list-style-type: none"> • Symbols, scale, compass points, directional language, reading of maps and describing location and movement on a map • giving directions and using right angles. <p>Number</p> <ul style="list-style-type: none"> • Choose appropriate strategies for calculations involving multiplication and division • Recall multiplication facts to 10 x 10 and related division facts • Describe number patterns resulting from multiplication
ASSESSMENT	<p>Summative Assessment</p> <p>To demonstrate understanding of place value including the use of properties of odd and even numbers and find unknown quantities. To identify the probability of dependent and independent events. To describe and create properties of symmetrical shapes, classify angles in relation to a right angle.</p>		<p>Summative Assessment</p> <p>To describe and continue number patterns. To recall multiplication and related division facts and choose appropriate strategies. To interpret information in maps and construct data displays from data.</p>	<p>Summative Assessment</p> <p>To demonstrate and explain the connections between fractions and decimals to hundredths. To solve simple purchasing problems.</p>	<p>Summative Assessment</p> <p>To use problem solving strategies to reason and solve questions involving time duration and time conversion.</p>

		SEMESTER ONE		SEMESTER TWO	
		DESIGN AND TECHNOLOGIES		DIGITAL TECHNOLOGIES	
TECHNOLOGIES	CURRICULUM KNOWLEDGE	<p>Garden Irrigation System</p> <p>In this unit, students will investigate the suitability of materials, systems, components, tools and equipment for specific purposes.</p> <p>Students will apply design process in:</p> <ul style="list-style-type: none"> investigating modern and historical irrigation systems from around the world identifying appropriate technologies and techniques identifies safe practices when planning, designing and evaluating an irrigation system Planning and sequencing major steps in design and production Using criteria including environmental sustainability to evaluate ideas. 		<p>What's your Waste Footprint</p> <p>In this unit students will explore and manipulate different types of data and transform data into information. They will create a digital solution that presents data as meaningful information to address a school or community issue (such as how lunch waste can be reduced).</p> <p>Digital Technologies Processes and Production Skills:</p> <ul style="list-style-type: none"> Collect, access and present different types of data using simple software to create information and solve problems Explain how student solutions and existing information systems meet common personal, school or community needs. Plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols 	
	ASSESSMENT	<p>Summative Assessment</p> <p>To design and make a garden watering kit can keep the soil moist.</p>		<p>Summative Assessment</p> <p>Students collect and manipulate data to create information. Students describe how a familiar information system is used. Students draw, identify and explain data types and representations.</p>	

		SEMESTER ONE		SEMESTER TWO	
		SCIENCE	CURRICULUM KNOWLEDGE	<p>Biological Science</p> <p>Life cycles and the interdependence of environment for living things</p> <p>Making and recording observations of living things as they develop through their life cycle</p> <p>Describing the stages of life cycles of different living things.</p> <p>Recognising the environmental and human factors can affect life cycles.</p>	<p>Earth and Space Science</p> <p>Investigating and modelling erosion</p> <p>Investigating the characteristics of soils</p> <p>Considering how different human activities cause erosion on the Earth's surface.</p>
ASSESSMENT	<p>Summative Assessment</p> <p>To investigate how the environment impacts the stages of a life cycle and the animal's survival</p> <p>Annotated diagrams and a written paragraph explaining selected endangered animal's life cycle</p>		<p>Summative Assessment</p> <p>To describe the natural processes and human activity that cause changes to Earth's surface. To plan, conduct and report on an investigation of the erosion process. To apply science understandings to formulate control strategies in real-life situations.</p>	<p>Summative Assessment</p> <p>To apply the observable properties of materials to explain how objects and materials can be used. Identify when science is used and describe ways to conduct safe investigations. Explain their observations using formal and informal ways.</p>	<p>Summative Assessment</p> <p>Forces can be exerted by one object on another through direct contact or from a distance</p>

		SEMESTER ONE		SEMESTER TWO	
HASS	CURRICULUM KNOWLEDGE	<p>Using places sustainably</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> describe the relative location of places at a national scale identify how places are characterised by their environments describe the characteristics of places, including the types of natural vegetation and native animals examine the interconnections between people and environment and the importance of environments to animals and people identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste recognise the knowledge and practices of Aboriginal peoples and Torres Strait Islander peoples in regards to places and environments propose actions for caring for the environment and meeting the needs of people. 		<p>Australia before, during and after European settlement</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were and continue to be affected by British colonisation and the enactment of <i>terra nullius</i>. analyse the experiences of contact between Australia's First Peoples and others, and the effects these interactions had on people and the environment make connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australia investigate the experiences of European explorers, convicts, settlers and Australia's First Peoples, and the impact colonisation had on the lives of different groups of people examine the purpose of laws and distinguish between rules and laws explore the diversity of different groups in their local community consider how personal identity is shaped by aspects of culture, and by the groups to which they belong. 	
	ASSESSMENT	<p>Summative Assessment</p> <p>Students conduct an inquiry to answer the following question: How can people use environments more sustainably?</p> <p>They recognise the importance of the environment and the interconnections between animals, people and environments. Identify the interconnections between components of the environment and between people and the environment.</p> <p>Interpret data and information to identify and describe distributions and simple patterns and draw conclusions. Sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions. Reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action. Present ideas, finding and conclusions using discipline-specific terms in a range of communication forms.</p>		<p>Summative Assessment</p> <p>Students explain aspects of life before, during and after European settlement of Australia.</p>	

		SEMESTER ONE		SEMESTER TWO	
		Visual Art	Dance	Media Arts	Drama
THE ARTS	CURRICULUM KNOWLEDGE	<p>In this unit students will explore the Elements of Art – Colour, Shape, Space and Form through the lens of wearable art. Aboriginal artist, Dennis Golding, and international wearable art artists will be examined and will act as the inspiration for the students' artwork. Students will learn paper sculpture techniques and apply these to papers given and made, felt, and tissue paper. They will be given the option to create a headpiece or chest plate inspired by an animal or plant.</p>	<p>Students will perform a teacher-devised dance communicating social celebration through bush/line dancing. They will explore the elements of dance through performance.</p>	<p>Students will use the application iMovie to create a filmed informative and persuasive mock-umentary about an imaginary animal/inanimate object.</p>	<p>Students will perform a scripted and devised performance based on Australian history. They will engage with the elements of drama through practice and reflect upon these within their own and others' performances</p>
	ASSESSMENT	<p>Students create a piece of wearable art (headpiece, armband or chest plate), applying knowledge of the elements, techniques, routines and procedures of art.</p>	<p>Students perform a teacher-devised dance</p>	<p>Students will create an approx. 2 min mock-umentary and responsive task that recognises the similarities and differences of persuasive ad techniques they make and view.</p>	<p>Students perform a scripted and devised drama. They identify and reflect on how 2 elements of drama have been used, identifying similarities and differences with those used by another group.</p>

		TERM ONE	TERM TWO	TERM THREE	TERM FOUR
HEALTH	CURRICULUM KNOWLEDGE	<p>Netiquette and online protocols</p> <p>In this unit, students examine and interpret health information about cyber safety, cyberbullying and online protocols. They describe and apply strategies that can be used in online situations that make them feel uncomfortable or unsafe. They explore the importance of demonstrating respect and empathy in online relationships. They reflect on young people's use of digital technologies and online communities, and identify resources to support their safety.</p>	<p>Health channels</p> <p>In this unit, students examine different sources of health information and how to interpret them with regard to accuracy. They identify health messages and the methods they use to influence decisions. Students apply decision-making skills to different health scenarios.</p>	<p>Culture in Australia: Positive interactions</p> <p>In this unit, students participate in partner and group activities to explore the communication skills of respect and empathy and how they support positive interactions. They investigate how heritage and culture contribute to identity.</p>	<p>Making healthy choices</p> <p>In this unit students will identify strategies to keep healthy and improve fitness. They will explore the <i>Australian guide to healthy eating</i> and the five food groups. Students will understand the importance of a balanced diet and how health messages influence food choices. They will create meal plans that reflect health messages.</p>
	ASSESSMENT	<p>Summative Assessment</p> <p>To interpret health messages related to cyber safety and discuss the influences on safe online choices. To describe the connections and benefits students have within an online community and identify resources available to support their online safety.</p>	<p>Students interpret health messages in product advertisements. They apply decision-making skills in relation to a health message for a product.</p>	<p>Culture in Australia: Positive interactions</p> <p>Students identify how heritage and culture influence identity by completing a 'Me card'. They demonstrate communication skills and strategies for working cooperatively during games from the 'Be positive' collection, and observe varying emotional responses.</p>	<p>Making healthy choices</p> <p>Students recognise strategies for managing change. They interpret the Australian guide to healthy eating and discuss the influence of health messages on healthy choices. They use decision-making skills to select strategies to stay healthy and active.</p>
		SEMESTER ONE		SEMESTER TWO	
PHYSICAL EDUCATION	CURRICULUM KNOWLEDGE	<p>Students will:</p> <ul style="list-style-type: none"> discuss and demonstrate different levels, movement pathways, and use of space and flow in movement sequences demonstrate acceleration and deceleration of movement in physical activities test alternative responses to movement challenges and predicting the success or effectiveness of each pose questions to others as a strategy for solving movement challenges perform routines incorporating different jumping techniques and connecting movements explore center of gravity and stability as they perform balance activities perform fundamental movement skills to demonstrate weight transference in different physical activities 	<p>Students will:</p> <ul style="list-style-type: none"> discuss and demonstrate different levels, movement pathways, and use of space and flow in movement sequences use the body to demonstrate an understanding of symmetry, shapes and angles when performing movement skills, balances or movement sequences use cooperative skills to complete a movement task, such as a partner balance, partner passing strategy or team strategy draw on prior knowledge to solve movement challenges explore and practicing different techniques to propel objects towards a target perform tumbling routines using rolling actions, incline, weight transfer, flight and balances explore center of gravity and stability as they perform balance activities use the body to demonstrate an understanding of symmetry, shapes and angles when performing movement skills, balances or movement sequences 	<p>Students will:</p> <ul style="list-style-type: none"> discuss and demonstrate different levels, movement pathways, and use of space and flow in movement sequences participate in children's games from other cultures use cooperative skills to complete a movement task, such as a partner balance, partner passing strategy or team strategy work cooperatively with team members to maintain possession in a game by passing to other players and listening to teammate explore and practicing different techniques to propel objects towards a target plan and perform strategies to be successful in tag and dodge games demonstrate movement concepts and strategies to create scoring opportunities perform activities where locomotor and object control skills are combined to complete a movement, task or challenge participate in physical activities which require problem-solving to achieve a goal 	<p>Students will:</p> <ul style="list-style-type: none"> discuss and demonstrate different levels, movement pathways, and use of space and flow in movement sequences modify physical activities to ensure that everyone is included, such as changing equipment, rules or playing space transfer and applying skills to solve movement challenges coordinate kicking with arm movements to move the body through the water use a surface dive and propelling the body underwater to recover an object demonstrate movement concepts and strategies to create scoring opportunities use different equipment to create an original game or movement challenge participate in physical activities which require problem-solving to achieve a goal <p>Students complete a Water Safety rotation developed from their Water Safe Schools Curriculum Competencies according to their Year level.</p>

ASSESSMENT	Students practise and refine fundamental movement skills to perform skills in a functional fitness rotation and combine fundamental movement skills and the elements of movement to create and perform movement sequences. understand the benefits of physical activity for their mind and body.	Students create an athletic themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing, sequences in authentic situations. Students: develop and combine fundamental movement skills to form athletic sequences <ul style="list-style-type: none"> become familiar with the elements of movement and their use in athletic sequences. create and practise athletic-themed movement sequences that link fundamental movement skills and apply the elements of movement develop athletic-movement sequences in authentic running, jumping and throwing situations. 	Students demonstrate fundamental movement skills, object control, kicking and passing and offensive and defensive concepts in games. They apply skills, concepts and strategies to solve movement challenges in invasion games and apply strategies for working cooperatively and apply rules fairly. Students: <ul style="list-style-type: none"> understand and develop strategies for working cooperatively and apply rules fairly develop and refine object control skills and apply concepts in game scenarios demonstrate both offensive and defensive strategies in a game apply innovative and creative thinking, and skills, concepts and strategies to solve movement challenges during games 	Students demonstrate fundamental movement skills, Object control, Striking. Students will design their own inclusive game including basic rules, scoring and fair play in one of the following categories Net/Wall, Invasion or Striking/Fielding Students practise and refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke, and breaststroke and solve safety and survival challenges. They also examine the benefits of being fit and physically active and how they relate to swimming.

		SEMESTER ONE		SEMESTER TWO	
		Term One	Term Two	Term Three	Term Four
LANGUAGES - JAPANESE	CURRICULUM KNOWLEDGE	In this unit students will be focussing upon the Japanese school experience, learning systems of language and script, and classroom instructions. Students will also focus on words for stationery, the classroom environment, and people. They will be learning and using basic sentence structure.	In this unit students will use language to communicate ideas relating to the concept of family and identity. Students will: <ul style="list-style-type: none"> introduce themselves and other family members interact with peers about family members and activities identify language and behaviours that reflect relationships and values in Japanese society develop understanding of 'identity' and whether learning Japanese has an effect on sense of 'self'. 	In this unit students are learning how to identify, describe and present information about how people live in Japan compared to their own home. Locate and process specific points of information associated with places and objects. Present information relating to a fantasy home, and cultural contexts. Apply word order (subject-object-verb) in simple sentences.	In this unit students explore different regions in Japan and describe places in their own community. Students will: <ul style="list-style-type: none"> Learn about different places around Japan explore the geography of Japan in comparison to Australia use a range of language to describe various places in their community analyse and understand the systems of language relating to script recognition and Japanese sentence structure
	ASSESSMENT	Students identify and write the first 10 Hiragana. Students identify and reflect on differences between Japanese and Australian schools via observed class discussion and notes produced in books	Students identify and write in family introduction booklet. Students interview celebrity family members during observed interview assessment. Students also present their findings of home interview activity in class and through completion of family interview booklet.	Students identify and write a comparison of Japanese and Australian homes in books, in addition to participation in class discussion. A model/plan of the student's dream home is produced and labelled in Japanese/English and presented in class as a summative assessment of knowledge gained.	Students able to identify and describe their favourite place using Hiragana and identify when words are using the different script of Katakana A clearly labelled bilingual poster or presentation of the student's favourite place is produced and presented using basic Japanese sentences.