

		SEMESTER ONE			SEMESTER TWO		
ENGLISH	CURRICULUM KNOWLEDGE	<p>I'm not convinced...Yet!</p> <p>Students create a persuasive text about a topic that is relevant to their local community.</p>	<p>Examining characters in animated film</p> <p>Students listen to, read, view and interpret a range of multimodal texts including comics, cartoons and animations. They produce a digital multimodal short story exploring a character's behaviour when faced with an ethical dilemma.</p>	<p>Examining media texts</p> <p>Students listen to, read, view and interpret a range of news articles and reports from journals and newspapers to respond to viewpoints portrayed in media texts. Students apply comprehension strategies, focusing on particular viewpoints portrayed in a range of media texts. They create a digital, multimodal feature article, including written and visual elements, from a particular viewpoint.</p>	<p>Appreciating poetry</p> <p>Students listen to, read and view a range of poetry, including, anthems, odes and other lyric poems from different contexts. They will interpret and evaluate poems, analysing how text structures and language features have been constructed by the poet, for specific purposes and effects.</p>	<p>Responding to Poetry</p> <p>Students listen to, read and view a range of poetry, including narrative poems, to create a transformation of narrative poem to a digital multimodal narrative</p>	<p>Exploring narrative through novels and film</p> <p>Students listen to, read and view films and novels with a range of characters and involving flashbacks or shifts in time. They demonstrate understanding of the depiction of characters, setting and events in a chosen film. They create a written comparison of a novel and the film adaptation</p>
	TEXTS	8 weeks	4 weeks	5 weeks	5 weeks	5 weeks	8 weeks
	ASSESSMENT	<p>Summative Assessment Task 1: Persuasive text</p> <p>Students create a persuasive text about a topic that is relevant to their local community.</p>	<p>Summative Assessment task: Digital multimodal short story</p> <p>Students create a digital multimodal short story that focuses on the behaviours of two main characters when faced with an ethical dilemma.</p>	<p>Summative Assessment Task 1: Comprehend a feature article</p> <p>Students interpret and analyse information from a feature article.</p> <p>Summative Assessment Task 2: Multimodal feature article</p> <p>Students select information and create a multimodal feature article that presents a particular point of view about an issue.</p>	<p>Summative Assessment task 1: Poetry analysis</p> <p>Students write a poetry analysis, explaining the topic, purpose and audience of the poem; the tone and mood of the poem; and a personal response to the poem</p>	<p>Summative Assessment task 1: Digital multimodal narrative</p> <p>Students create a digital multimodal transformation of a narrative poem.</p>	<p>Summative Assessment task 1: Written comparison</p> <p>Students write a comparison of a novel and its film adaptation and state a preference.</p>

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<p>Chance</p> <ul style="list-style-type: none"> list possible outcomes of chance experiments describe and order chance events express probability on a numerical continuum compare predictions with actual data apply probability to games of chance make predictions in chance experiments. <p>Data representation and interpretation</p> <ul style="list-style-type: none"> build an understanding of data develop the skill of defining numerical and categorical data generate sample questions explain why data is either numerical or categorical develop an understanding of why data is collected choose appropriate methods to record data interpret data generalise by composing summary statements about data. <p>Location and transformation</p> <ul style="list-style-type: none"> investigate and create reflection and rotation symmetry describe and create transformations using symmetry transform shapes through enlargement describe the features of transformed shapes. 	<p>Number and place value</p> <ul style="list-style-type: none"> choose appropriate procedures to represent the split and compensate strategy of multiplication use a written strategy for addition and subtraction round and estimate to check the reasonableness of answers explore mental computation strategies for division solve problems using mental computation strategies and informal recording methods compare and evaluate strategies that are appropriate to different problems make generalisations <p>Fractions and decimals</p> <ul style="list-style-type: none"> use models to represent fractions count on and count back using unit fractions identify and compare unit fractions using a range of representations solve problems using unit fractions add and subtract simple fractions with the same denominator. <p>Geometric reasoning</p> <ul style="list-style-type: none"> identify the components of angles compare and estimate the size of angles to establish benchmarks construct and measure angles. 	<p>Number and place value</p> <ul style="list-style-type: none"> round and estimate to check an answer is reasonable use written strategies to add and subtract use an array to multiply one-digit and two-digit numbers use divisibility rules to divide solve problems involving computation and apply computation to money problems add and subtract using mental and written strategies including the right-to-left strategy multiply whole numbers divide by a one-digit whole number with and without remainders. <p>Fractions and decimals</p> <ul style="list-style-type: none"> make connections between fractions and decimals compare and order decimals. <p>Money and financial mathematics</p> <ul style="list-style-type: none"> investigate income and expenditure calculate costs investigate savings and spending plans develop and explain simple financial plans. <p>Patterns and algebra</p> <ul style="list-style-type: none"> create, continue and identify the rule for patterns involving the addition and subtraction of fractions use number sentences to find unknown quantities involving multiplication and division. <p>Using units of measurement</p> <ul style="list-style-type: none"> choose appropriate units for length, area, capacity and mass measure length, area, capacity and mass problem-solve and reason when applying measurement to answer a question. <p>Location and transformation</p> <ul style="list-style-type: none"> explore mapping conventions interpret simple maps use alphanumeric grids to locate landmarks and plot points describe symmetry create symmetrical designs 	<p>Number and place value</p> <ul style="list-style-type: none"> apply mental and written strategies to solve addition, subtraction and multiplication identify and use factors and multiples apply computation skills use estimation and rounding to check reasonableness solve problems involving addition, subtraction, multiplication and division use efficient mental and written strategies to solve problems. <p>Fractions and decimals</p> <ul style="list-style-type: none"> apply decimal skills recognise that the place value system can be extended beyond hundredths compare order and represent decimals locate decimals on a number line extend the number system to thousandths and beyond. <p>Money and financial mathematics</p> <ul style="list-style-type: none"> create simple budgets calculate with money identify the GST component of invoices and receipts make financial decisions. <p>Using units of measurement</p> <ul style="list-style-type: none"> read and represent 24-hour time convert between 12-hour and 24-hour time. <p>Geometric reasoning</p> <ul style="list-style-type: none"> estimate and measure angles construct angles using a protractor. <p>Location and transformation</p> <ul style="list-style-type: none"> explore maps and grids use a grid to locate and describe locations describe positions using landmarks and directional language. <p>Data representation and interpretation</p> <ul style="list-style-type: none"> explore types of data investigate an issue (design data-collection questions and tools collect and represent data interpret and describe data to draw a conclusion.

ASSESSMENT	<p>Summative Assessment Task 1: Describing chance and probability</p> <p><i>Short answer questions</i></p> <p>Students mathematically describe chance experiments involving equally likely outcomes and represent those outcomes.</p>	<p>Summative Assessment Task 1: Applying shape, angle and transformation concepts</p> <p><i>Written</i></p> <p>Students measure and construct angles, and make connections between three-dimensional objects and their two-dimensional representations. Students describe the symmetry and transformation of two-dimensional shapes, and identify line and rotational symmetry.</p>	<p>Summative Assessment Task 1: Continuing patterns, calculating with money and numbers</p> <p><i>Short answer questions</i></p> <p>Students continue patterns by adding and subtracting fractions and decimals, and identify and explain strategies for finding unknown quantities in number sentences involving the four operations. Students apply a range of computation strategies to solve problems and to plan and calculate simple budgets.</p>	<p>Summative Assessment Task 1: Calculating time and identifying factors and multiples</p> <p><i>Short answer questions</i></p> <p>Students convert between 12-hour and 24-hour time. Students identify and describe factors and multiples of whole numbers.</p>
	<p>Summative Assessment Task 2: Interpreting data and posing questions to collect data</p> <p><i>Written</i></p> <p>Students classify and interpret data and pose questions to gather data.</p>	<p>Summative Assessment Task 2: Solving simple multiplication, division and fraction problems</p> <p><i>Short answer questions</i></p> <p>Students solve multiplication and division problems by efficiently and accurately applying a range of strategies, checking the reasonableness of answers using estimation and rounding. Students locate, represent, compare and order fractions and add and subtract fractions with the same denominator.</p>	<p>Summative Assessment Task 2: Calculating measurements</p> <p><i>Short answer questions</i></p> <p>Students choose appropriate units of measurement for length, area, volume, capacity and mass. Students calculate perimeter and area of rectangles.</p>	
	<p>Summative Assessment Task 3: Applying transformation concepts</p> <p><i>Written</i></p> <p>Students describe the symmetry and transformation of two-dimensional shapes, and identify line and rotational symmetry.</p>			

		SEMESTER ONE	SEMESTER TWO
		DIGITAL TECHNOLOGIES	DESIGN AND TECHNOLOGIES
TECHNOLOGIES	CURRICULUM KNOWLEDGE		<p>Design for nature</p> <p>In this unit students will investigate characteristics and properties of a range of materials, systems, components, tools and equipment, and evaluate their suitability for use. They will design a product to meet an identified need or opportunity for wildlife in their local area.</p>
	ASSESSMENT		<p>Students design and make a product that supports wildlife to coexist with humans in the school environment.</p>

		SEMESTER ONE		SEMESTER TWO	
		SCIENCE	CURRICULUM KNOWLEDGE	<p>Unit 2: Our place in the solar system Students describe the key features of our solar system including planets and stars. They discuss scientific developments that have affected people's lives and describe details of contributions to our knowledge of the solar system from a range of people.</p>	<p>Unit 3: Now you see it Students investigate the properties of light and the formation of shadows. They investigate reflection angles, how refraction affects our perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects, and the relationship between light source distance and shadow height.</p>
ASSESSMENT	<p>Unit 2: Exploring the solar system <i>Poster/multi-modal presentation</i></p> <p>Students describe key features of the solar system. Students describe how science knowledge develops from many people's contributions and explain how scientific developments have affected people's lives and solved problems. Students communicate ideas using multimodal texts.</p>		<p>Unit 3: Exploring the transfer of light <i>Experimental investigation</i></p> <p>Students plan, predict and conduct a fair investigation to explain everyday phenomena associated with the transfer of light. Students describe how scientific developments have affected people's lives and help us solve problems. Students describe ways to improve the fairness of their investigation and communicate ideas and findings</p>	<p>Unit 1: Creating a creature <i>Poster/multi-modal presentation</i></p> <p>Students analyse how the form of living things enables them to function in their environments. Students use environmental data when suggesting explanations for difference in structural features of creatures. Students communicate ideas using multimodal texts.</p>	<p>Unit 4: Investigating evaporation and explaining solids, liquids and gases <i>Experimental investigation</i></p> <p>Students plan, conduct and evaluate an investigation into a variable that affects evaporation and describe and apply knowledge of the physical properties of solids, liquids and gases. Students communicate ideas and findings using multimodal texts.</p>

		SEMESTER ONE			SEMESTER TWO	
		HASS	CURRICULUM KNOWLEDGE	<p>Inquiry question:</p> <ul style="list-style-type: none"> How do people and environments influence one another? <p>In this unit, students:</p> <ul style="list-style-type: none"> examine the characteristics of places in Europe and North America and the location of their major countries in relation to Australia describe the relative location of places at a national scale identify and describe the human and environmental factors that influence the characteristics of places examine the interconnections between people and environments investigate the impact of human actions on the environmental characteristics of places in Europe and North America organise data in a range of formats using appropriate conventions interpret data to identify simple patterns, trends, spatial distributions and infer relationships evaluate evidence about the characteristics of places to draw conclusions about preferred places to live present findings and conclusions using discipline-specific terms. 	<p>Inquiry question:</p> <ul style="list-style-type: none"> How are people and environments managed in Australian communities? <p>In this unit, students:</p> <ul style="list-style-type: none"> examine how Australian communities are affected by the interconnection between people, places and environments investigate the importance of laws and regulations in managing people and environments in Australian communities explore the influence of people on the human characteristics of places, including the organisation of space through zoning recognise the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management investigate environmental challenges such as natural hazards and their effect on Australian communities explore the principles involved in minimising the harmful effects of natural hazards interpret data to evaluate the ways citizens responded to an Australian natural hazard propose ways in which citizens can respond to natural hazards and describe the possible effects of actions. 	<p>Inquiry question:</p> <ul style="list-style-type: none"> How have individuals and groups in the colonial past contributed to the development of Australia? <p>In this unit, students:</p> <ul style="list-style-type: none"> examine key events related to the development of British colonies in Australia after 1800 identify the economic, political and social reasons for colonial developments in Australia after 1800 investigate the effects that colonisation had on the lives of Aboriginal peoples and on the environment locate information from sources about aspects of daily life for different groups of people during the colonial period in Australia present ideas in narrative form to describe how and why life changed and stayed the same in a colonial community identify different viewpoints about the significance of individuals and groups in shaping the colonies sequence significant events and developments that occurred during the development of colonial Australia using timelines.
ASSESSMENT	<p>Research</p> <p>Students investigate the characteristics of places and use evidence to draw conclusions about a preferred place to live.</p>		<p>Supervised assessment</p> <p>Students identify how legal and environmental issues in Australian communities can be managed.</p>	<p>Assignment/Project</p> <p>Students conduct an inquiry to answer the inquiry question, 'How and why did the lives of the people in the Australian colonies change or stay the same because of the gold rush?'</p>	<p>Collection of work</p> <p>Students investigate democratic values and processes in the school community</p>	<p>Supervised assessment</p> <p>Students explain how people in communities make decisions about the use of resources to meet their needs and wants.</p>

		SEMESTER ONE		SEMESTER TWO	
		Visual Art	Dance	Media Art	Drama
THE ARTS	CURRICULUM KNOWLEDGE	Students will study Steampunk and create a sculpture inspired by the genre.	Students will explore dance moves from popular artists/groups through history via teacher-delivered and student-devised choreography.	Students will use the application iMovie to create a filmed informative and entertaining news presentation about the Australian Gold Rush.	To explore the work of media artists and collaborate to create a stop motion animation to communicate a point of view for an audience.
	ASSESSMENT	Students create a Steampunk inspired sculpture.	Students will perform a teacher and student devised piece of choreography. They will reflect of 4 elements of dance and how they were used to make meaning.	Students will work in small groups to create a short news presentation informing audience about the Australian Gold Rush.	Students will work in small performance groups, demonstrating elements of drama (voice, character, movement), transformation skills (person and object), and performance skills

		SEMESTER ONE		SEMESTER TWO	
		Term One	Term Two	Term Three	Term Four
LANGUAGES - JAPANESE	CURRICULUM KNOWLEDGE	In this unit students will be engaged in a comparative study of seasonal celebrations. They will focus on language structures including: sentence building, questioning, particles, and the use of adjectives and time.	In this unit, students use language to create and describe action heroes to entertain others. Students will: <ul style="list-style-type: none"> engage with a range of spoken and written imaginative texts about the representation of action heroes reinterpret or create alternative versions of action heroes using different modes or contexts design an action hero with their qualities portrayed in a comic strip participate in intercultural experience to notice, compare and reflect on language and culture. 	In this unit students are learning the concept of play and its universality across cultures. Discuss group play activities. Plan and demonstrate group games. Translate game rules. Reflect on cultural values expressed through game play.	In this unit students are learning about Japanese cuisine and eating habits. Students will: <ul style="list-style-type: none"> learn about the foods Japanese kids eat for lunch. make your own おべんとう. compare expressions and eating culture used at mealtimes in Japan and Australia.
	ASSESSMENT	Students identify and write simple sentence structures and expressions in Hiragana in a summative assessment. Students identify and reflect on the various ways that countries and people celebrate globally. This is through observed class discussion and the production of a presentation which is shown in class as a summative assessment.	Understanding translate famous Japanese anime characters into English. Students create an original anime character profile and present to students in Japan or to the teacher. Students participate in an observed discussion on the cultural similarities and differences prevalent in anime.	Students identify and write a comparison of Japanese and Australian games in books, in addition to participation in class discussion. A bilingual individual or group video is produced that explains the rules of a game that may be unfamiliar to Japanese students. The student's video is Judged by Japanese principals and also used as summative assessment.	Students able to identify and describe different foods using Hiragana and Katakana and identify when on a formative assessment at the begging or term and summative one at the end. Students are observed in the production of an obento packed lunch box in class under strict time constraints.

		SEMESTER ONE		SEMESTER TWO	
HEALTH	CURRICULUM KNOWLEDGE	<p>Emotional interactions</p> <p>Students recognise that emotions and behaviours influence how people interact. They understand that relationships are established and maintained by applying skills. Students will identify practices that keep themselves and others safe and well.</p>	<p>Multicultural Australia</p> <p>Students gain an understanding of multiculturalism by examining the changing nature of Australia's cultural identity through exploring the influence of people and places. They examine how sharing traditional foods and physical activities from different cultures can support community wellbeing and cultural understanding.</p>	<p>Healthy habits</p> <p>Students explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure. They identify good habits and how they contribute to overall health and wellbeing.</p>	<p>Growing up</p> <p>Students explore developmental changes and transitions that occur as they grow older. They investigate strategies available to assist them with the transition.</p>
	ASSESSMENT	<p>Students recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, safety and wellbeing, and demonstrate skills to work collaboratively.</p>	<p>Students will explain the influence of people and place on identities. Students examine how sharing traditional foods and physical activities from different cultures can support community wellbeing and cultural understanding.</p>	<p>Students describe their own and others' contributions to health and wellbeing. Students access and interpret health information, and apply problem-solving skills to enhance their own and others' health and wellbeing.</p>	<p>Students investigate developmental changes and transitions associated with growing up and access and interpret health information to create 'The development game'.</p>
		SEMESTER ONE		SEMESTER TWO	
PHYSICAL EDUCATION	CURRICULUM KNOWLEDGE	<p>Students begin to learn the specific observable patterns of Functional Movement Skills through practice, instruction and modelling. Students are given many opportunities to refine and master locomotor skills such as running, jumping, hopping, galloping, rolling, leaping and dodging.</p> <p>Students practise and refine fundamental movement skills to perform skills in a Gym Fun Rotation and combine fundamental movement skills and the elements of movement to create and perform movement sequences.</p> <p>Students also learn about Aerobic fitness and endurance and practice their running technique ready for the Cross-Country Obstacle Course.</p>	<p>Students are introduced to the skills and sequences of individual and team athletics required for effective participation in modified track and field events. Working with the teacher they begin to set goals for skill improvement and achieving their personal best.</p> <p>In this unit, students develop the fundamental movement skills of running, jumping and throwing. Students: explore and develop running, jumping and throwing, techniques in a variety of situations and refine running, jumping and throwing techniques in athletics-based games and to solve movement challenges</p>	<p>Using a Game Sense approach students participate in modified Invasion games of Basketball, Oztag, Soccer and Basketball.</p> <ul style="list-style-type: none"> • They begin to apply motor skills in a sport specific setting and practise these skills playing in small sided games in a round robin tournament. • They discuss the rules of the games and begin to explore the concepts of attack and defence. • They discuss the qualities of cooperative and competitive group behaviour and take on a team role of responsibility. <p>Within the team students discuss strategies and tactics to improve game performance.</p>	<p>Using a Game Sense and SEPEP approach students participate in modified Net/Wall games.</p> <ul style="list-style-type: none"> • They begin to apply motor skills in a sport specific setting and practise these skills playing in small sided games in a round robin tournament. • They discuss the rules of the games and begin to explore the concepts of attack and defence. • They discuss the qualities of cooperative and competitive group behaviour and take on a team role of responsibility. <p>Within the team students discuss strategies and tactics to improve game performance.</p>
	ASSESSMENT	<p>Students practise and refine fundamental movement skills to perform skills in a Gym Fun Rotation and combine fundamental movement skills and the elements of movement to create and perform movement sequences.</p>	<p>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</p> <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. 	<p>In this Unit 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.</p> <p>Students:</p> <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 	<p>In this Unit 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</p> <p>Students complete a Water Safety rotation developed from their Water Safe Schools Curriculum Competencies according to their Year level.</p>