



		SEMESTER ONE			SEMESTER TWO	
ENGLISH	CURRICULUM KNOWLEDGE	<b>Unit 1: Create a persuasive speech and text</b> <ul style="list-style-type: none"> <li>Read a range of persuasive texts</li> <li>Create a persuasive text</li> <li>Present a persuasive speech</li> <li>Listen to a range of persuasive texts.</li> </ul>	<b>Unit 2: Persuasive advertising</b> <ul style="list-style-type: none"> <li>read, view and listen to advertisements in print and digital media.</li> <li>understand how language and text features can be combined for persuasive effect.</li> <li>Create a persuasive advert for a holiday.</li> <li>Explain language features</li> </ul>	<b>Unit 3: Evaluation of a news report</b> <ul style="list-style-type: none"> <li>listen to, read and view a variety of news reports from television, radio and the internet.</li> <li>identify and analyse bias in media reports.</li> <li>evaluate the effectiveness of language devices that represent ideas and events with the intent to influence an audience.</li> <li>create a written response to a news report.</li> </ul>	<b>Unit 4: I Will Survive</b> <ul style="list-style-type: none"> <li>listen to and read short stories by different authors</li> <li>investigate the ways authors use text structure, language features and strategies.</li> <li>Write a short story about a character that faces a conflict in a natural disaster.</li> </ul>	<b>Unit 5: What's your point?</b> <ul style="list-style-type: none"> <li>listen to, read, view and analyse literary and informative texts on the same topic.</li> <li>explore and evaluate how topics and messages are conveyed through both literary (imaginative) and informative texts, including digital texts.</li> <li>identify the author's purpose and analyse similarities and differences in texts.</li> <li>compare and analyse the effectiveness of each text in its ability to deliver a message.</li> <li>write arguments persuading others to a particular point of view using specific structural and language features studied during the unit</li> </ul>
	TEXTS	<ul style="list-style-type: none"> <li>Theme specific texts. For example: bees, sweat shops, The Great Barrier Reef, racism.</li> <li>Teacher autonomy over types of texts to use.</li> </ul>	<ul style="list-style-type: none"> <li>Holiday advertisements</li> <li>Advertisements for analysis and critique.</li> <li>Youtube clips</li> <li>Teacher autonomy over types of texts to use.</li> </ul>	<ul style="list-style-type: none"> <li>News reports</li> <li>Websites</li> <li>Transcripts</li> <li>Teacher autonomy over types of texts to use.</li> </ul>	<ul style="list-style-type: none"> <li>Texts related to natural disasters</li> <li>Multimodal clips on disasters</li> <li>Teacher autonomy over types of texts to use.</li> </ul>	<ul style="list-style-type: none"> <li>Moon bear rescue</li> <li>Both texts need to have the same theme with a purposeful message.</li> </ul>
	ASSESSMENT	<b>Summative assessment- (Written and oral)</b>  Students will create and present a text to persuade an audience to respond to a threat/issue/dilemma to a place. Topics may include: Air pollution, fires, COVID, poverty, war, pollution, global warming.	<b>Summative assessment- (Poster/multimodal presentation)</b>  Students will create a multimodal advertisement and explain how it persuades the viewer through the use of language features, audio and images.	<b>Summative assessment- (Written)</b>  Students will evaluate the use of language in a news report (interview transcript) that influences the audience to accept a particular point of view about a topic.	<b>Summative assessment- (Written)</b>  Students will write an imaginative and entertaining text about a character who is confronted by a conflict in a natural disaster. Students are to write from the perspective of one of the following roles or they may pick one of their own: (Paramedic, Fireman, Fisherman, Police officer, or a young child)	<b>Summative assessment- (Extended written response)</b>  Students will compare and analyse the language features, text structures and visual features and comment on their effectiveness in delivering a message in a literary and non-literary text. Possible topics may include: deforestation, global warming, bush fires, Hiroshima, refugees, cyclones, floods, extinction.

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MATHEMATICS	CURRICULUM KNOWLEDGE	<p><b>Unit 1</b> <i>Interpreting timetables</i></p> <ul style="list-style-type: none"> <li>Interpret and use timetables</li> </ul> <p><i>Shape</i></p> <ul style="list-style-type: none"> <li>problem solve and reason to create nets and construct models of simple prisms and pyramids.</li> </ul> <p><i>Location and transformation</i></p> <ul style="list-style-type: none"> <li>apply translations, reflections and rotations to create symmetrical shape.</li> <li>apply onestep transformations and describe combinations of translations, reflections and rotations.</li> </ul> <p><i>Data</i></p> <ul style="list-style-type: none"> <li>Data representation and interpretation - Revise different types of data displays, interpret data displays, investigate the similarities and differences between different data displays,</li> <li>identify the purpose and use of different displays and identify the difference between categorical and numerical data.</li> <li>Compare primary and secondary data, source secondary data, explore data displays in the media, problem solve and reason by interpreting secondary data.</li> </ul>	<p><b>Unit 2</b> <i>Number and place value</i></p> <ul style="list-style-type: none"> <li>solve problems using the order of operations</li> <li>solve multiplication and division problems using a written algorithm.</li> <li>Select and apply mental and written strategies to problems involving all four operations</li> </ul> <p><i>Integers and the cartesian plane</i></p> <ul style="list-style-type: none"> <li>identify the four quadrants on a Cartesian plane, plot and locate ordered pairs in all four quadrants.</li> <li>Compare and order positive and negative integers on number lines.</li> </ul> <p><i>Number properties</i></p> <ul style="list-style-type: none"> <li>Number and place value - identify and describe properties of prime, composite, square and triangular numbers and create factor trees.</li> </ul>	<p><b>Unit 3</b> <i>Measurement (capacity, volume, length, area)</i></p> <ul style="list-style-type: none"> <li>Using units of measurement - connect decimals to the metric system, convert between units of measure, compare length and solve problems involving length and area, make connections between volume and capacity.</li> </ul> <p><i>Fractions and decimals</i></p> <ul style="list-style-type: none"> <li>Order and compare fractions with related denominators</li> <li>add and subtract fractions with related denominators</li> <li>calculate the fraction of a given quantity</li> <li>solve problems involving the addition and subtraction of fractions.</li> <li>Add, subtract, multiply and divide decimals by whole numbers</li> <li>multiply and divide decimals by powers of ten, add and subtract decimals</li> <li>multiply decimals by whole numbers</li> <li>divide numbers that result in tenths and hundredths</li> <li>solve problems involving fractions and decimals.</li> </ul> <p><i>Money (Percentages)</i></p> <ul style="list-style-type: none"> <li>calculate discounts of 10%, 25% and 50% on sale items.</li> </ul>	<p><b>Unit 4</b> <i>Probability (Chance)</i></p> <ul style="list-style-type: none"> <li>Represent the probability of outcomes as a fraction or decimal and conduct chance experiments.</li> <li>Conduct chance experiments, record data in a frequency table, calculate relative frequency, write probability as a fraction, decimal or percent, compare observed and expected frequencies.</li> </ul> <p><i>Angles</i></p> <ul style="list-style-type: none"> <li>Geometric reasoning - make generalisations about angles on a straight line, angles at a point and vertically opposite angles, and use these generalisations to find unknown angles.</li> <li>Measure and describe angles, apply generalisations about angles on a straight line, angles at a point and vertically opposite angles and apply in real-life contexts.</li> </ul>
	ASSESSMENT	<p><b>Summative Task 1:</b> To interpret, compare and analyse data displays to make decisions.</p> <p><b>Summative Task 2:</b> To demonstrate understanding of prisms &amp; pyramids; and location &amp; transformation of shape</p> <p><b>Summative Task 3:</b> To interpret and use timetables and cost information to determine a travel schedule.</p>	<p><b>Summative Task 1:</b> To write and apply the correct use of brackets and order of operations in number sentences and to solve problems involving all four operations with whole numbers.</p> <p><b>Summative Task 2:</b> To recognise the properties of prime, composite, square and triangular numbers.</p> <p><b>Summative Task 3:</b> To describe the use of integers in everyday contexts, locate integers on a number line, locate an ordered pair in any one of the four quadrants on the Cartesian plane.</p>	<p><b>Task Summative Task 1:</b> To use units of measurement to solve problems involving length and area, and make connections between volume and capacity</p> <p><b>Summative Task 2:</b> Solve problems involving the addition and subtraction of fractions and the four operations involving decimals and whole numbers.</p>	<p><b>Summative Task 1:</b> Conduct and represent the outcomes of chance experiments, recording data in frequency tables and compare observed and expected frequencies.</p> <p><b>Summative Task 2:</b> Apply generalisations about angles on a straight line, angles at point and vertically opposite angles in order to solve problems and find unknown angles.</p>

		SEMESTER ONE	SEMESTER TWO
		DIGITAL TECHNOLOGIES	DESIGN AND TECHNOLOGIES
TECHNOLOGIES	CURRICULUM KNOWLEDGE	<p><b>Game Design</b></p> <p>In this unit students engage in a number of activities, including: investigating the functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems following, modifying and designing algorithms that include branching and repetition developing skills in using a visual programming language within a game context working collaboratively to create a new game.</p>	<p><b>Hands off!</b></p> <p>In this unit students will investigate how electrical energy can control movement, sound or light in a designed product or system. They will design a solution to an environment's security need and make a prototype electrical device that is part of the solution.</p>
	ASSESSMENT	<p>Assessment of student learning will be gathered from an assessment portfolio which includes a description of digital systems and their components and explains how digital systems connect together to form a network, as well as a collaborative digital game solution.</p>	<p>Students design a solution to an environment's security need and make an electrical device that is part of the solution.</p>

		SEMESTER ONE	SEMESTER TWO
		SCIENCE	CURRICULUM KNOWLEDGE
ASSESSMENT	<p><i>Summative assessment (Experimental investigation)</i></p> <p>To plan and conduct an investigation into reversible and irreversible changes, including identifying variables to be changed and measured, describing potential safety risks, identifying improvements to methods and constructing texts to communicate ideas, methods and findings.</p>		<p><i>Summative assessment (Experimental investigation)</i></p> <p>Students will develop an investigable question and design an investigation into simple cause-and-effect relationships including identifying variables to be changed and measured and potential safety risks. To collect, organise and interpret data to identify environmental factors that contribute to mould growth in bread and explain how scientific knowledge helps to solve problems.</p>

		SEMESTER ONE	SEMESTER TWO
		SCIENCE	CURRICULUM KNOWLEDGE
ASSESSMENT	<p><i>Summative assessment (Written exam)</i></p> <p>To explain how natural events, cause rapid changes to Earth's surface and identify contributions to the development of science by people from a range of cultures. To identify how research can improve data.</p>		<p><i>Summative assessment (Supervised assessment)</i></p> <p>To 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. To explain how scientific knowledge is used to assess energy sources selected for a specific purpose.</p>

		SEMESTER ONE		SEMESTER TWO	
		Unit 1: Think globally, act globally	Unit 2: Guess who?	Unit 3: Rights on!	Unit 4: Money! Money! Money!
HASS	CURRICULUM KNOWLEDGE	<p>Students will:</p> <ul style="list-style-type: none"> <li>consider the shared values, right and responsibilities of Australian citizenship and obligations that people may have as global citizens.</li> <li>sequence information about events and represent time by creating timelines.</li> <li>identify Australia's connections with other countries. (trade)</li> <li>organise and represent data in large- and small-scale maps using appropriate conventions.</li> <li>interpret data to identify, describe and compare distributions, patterns and trends in the diverse characteristics of places.</li> <li>present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping communication conventions and discipline-specific terms.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>sequence information about events and the lives of individuals in chronological order and create timelines.</li> <li>Describe the causes and effects of change on society</li> <li>Explain the significance of an individual</li> <li>locate, collect and interpret information from primary sources</li> <li>present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>examine the key figures, events and ideas that led to Australia's Federation and Constitution.</li> <li>recognise the contribution of individuals and groups to the development of Australian society since Federation.</li> <li>investigate the key institutions, people and processes of Australia's democratic and legal system.</li> <li>locate, collect and interpret information from primary sources.</li> <li>recognise the responsibilities of electors and representatives in Australia's democracy</li> <li>examine continuities and changes in the experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, women and children.</li> <li>present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>identify the purpose for a business</li> <li>recognise the different ways that businesses choose to provide goods and services by deciding on a product/service to sell and a marketing strategy.</li> <li>recognise why choices about the allocation of resources involve trade-offs by making informed decisions about your business.</li> <li>engage in the market day (students will both sell and purchase products/services).</li> <li>collect data on your business during the market day (sales, profits, loss, number of customers, observation of other businesses, production time, customer satisfaction).</li> <li>Reflect on the effectiveness of business.</li> <li>explain why it is important to be informed when making consumer and financial decisions.</li> <li>interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions reflect on their learning to propose action in response to an issue or challenge.</li> <li>describe the probable effects of their proposal.</li> </ul>
	ASSESSMENT	<p><b>Summative assessment: Portfolio of work.</b></p> <p>Students will create a portfolio that explains:</p> <ul style="list-style-type: none"> <li>the impacts of COVID on a local scale (businesses, personal, families, schooling, tourism).</li> <li>Include a timeline</li> <li>The connections between Australia and another country on a global scale (trade routes, travel, tourism, pollution, global warming) including mapping</li> <li>What's our role moving forward?</li> <li>What are our responsibilities as Australian citizens in response to the COVID pandemic?</li> </ul>	<p><b>Summative assessment: Portfolio of work.</b></p> <p>Students will use primary and secondary sources to create an engaging piece, including a timeline on an Australian who influenced or made a change to Australian society.</p> <ul style="list-style-type: none"> <li>Who is your significant Australian?</li> <li>Why are they significant?</li> <li>How has their change/contribution made Australia a better place today?</li> <li>What challenges did your significant Australian face/overcome?</li> </ul>	<p><b>Summative assessment: Portfolio of work.</b></p> <p>Students will explain in detail the importance of the institutions and processes to Australia's democracy and legal system.</p> <p>Topics that will be covered include:</p> <ul style="list-style-type: none"> <li>Democracy</li> <li>The three levels of government</li> <li>Federation</li> <li>Constitution</li> <li>Women and Children's rights</li> <li>Indigenous rights</li> </ul>	<p><b>Summative assessment: Portfolio of work.</b></p> <p>Students will create a business in small groups, engage in a market day and reflect on the effectiveness of their business.</p>

		SEMESTER ONE		SEMESTER TWO	
		Media Arts	Drama	Visual Art	Dance
THE ARTS	CURRICULUM KNOWLEDGE	To explore the work of media artists and collaborate to create a stop motion animation to communicate a point of view for an audience.	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.	Students will explore masks from around the world and examine how cultures represent themselves through the mask. They will then paint and decorate a mask to represent and celebrate themselves.	Students will explore hip hop dance moves through teacher-delivered and student-devised choreography.
	ASSESSMENT	Students will create a 1-2 minute stop motion animation focussing on one of three topics – advice to year 5s going to year 6, a day in the life of..., own choice narrative.	Students will work in small groups to demonstrate elements of drama (voice, character, movement), melodrama conventions, and performance skills. They reflect on the elements of drama and melodrama conventions used and how they were used in a group performance. Comparison of use of 1 element of drama used in student's own performance and another group's performance.	Students decorate a mask to represent themselves and reflect on their creation by writing an artistic statement.	Students create a choreographed dance piece that utilises the elements of dance.

		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"> <li>engage with a range of spoken and written imaginative texts about the representation of action heroes</li> <li>reinterpret or create alternative versions of action heroes using different modes or contexts</li> <li>design an action hero with their qualities portrayed in a comic strip</li> <li>participate in intercultural experience to notice, compare and reflect on language and culture.</li> </ul>	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"> <li>learn about the foods Japanese kids eat for lunch.</li> <li>make your own おべんとう.</li> <li>compare expressions and eating culture used at mealtimes in Japan and Australia.</li> </ul>
	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><b>Unit 1: Who influences me.</b></p> <p>Students will 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 will examine influences on health behaviour and construct a health message for their peers.</p>	<p><b>Unit 2: Let's all be active</b></p> <p>Students will investigate how physical activity creates opportunities for different groups to work together. Students will identify how physical activity contributes to individual and community wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity.</p>	<p><b>Unit 3: What am I drinking?</b></p> <p>Students will explore drink products that contribute to health and wellbeing. They focus on investigating a variety of drink options including soft drinks, energy drinks and fruit juice, and the effects they have on the body. Students examine available alternatives to various drink options.</p>	<p><b>Unit 4: Transitioning</b></p> <p>Students will explore the feelings, challenges and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition.</p>
	ASSESSMENT	<p><b>Summative assessment:</b></p> <p>To explain the influence of people and places on identities. To access and interpret health information from different sources to construct a health message appropriate to their age group.</p>	<p><b>Summative assessment:</b></p> <p>To describe the significance of physical activity to health and wellbeing, to describe their own and others' contributions to safety and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.</p>	<p><b>Summative assessment:</b></p> <p>To describe their own and others' contribution to health and wellbeing. To access and interpret health information, and apply decision-making skills to enhance their own and others' health and wellbeing.</p>	<p><b>Summative assessment:</b></p> <p>To investigate developmental changes and transitions and explain the influence of people and places on identities as they transition to secondary school. To recognise the influence of emotions and discuss factors that influence how people interact in new situations.</p>

		SEMESTER ONE		SEMESTER TWO	
PHYSICAL EDUCATION	CURRICULUM KNOWLEDGE	<p>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.</p> <p>Students discuss and learn the benefits of physical activity for their mind and body.</p> <p>Students also learn about Aerobic fitness and endurance and practice their running technique. They learn about pacing and breathing correctly ready for the Cross-Country Event.</p>	<p>In this unit 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 sequence</p>	<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. Students:</p> <ul style="list-style-type: none"> <li>• understand and develop strategies for working cooperatively and apply rules fairly</li> <li>• develop and refine object control skills and apply concepts in game scenarios</li> <li>• demonstrate both offensive and defensive strategies in a game</li> <li>• apply innovative and creative thinking, and skills, concepts and strategies to solve movement challenges during games</li> </ul>	<p>Using a Game Sense and SEPEP approach students participate in a modified Striking/Fielding games.</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"> <li>• become familiar with the elements of movement and their use in athletic sequences.</li> <li>• create and practise athletic-themed movement sequences that link fundamental movement skills and apply the elements of movement</li> <li>• develop athletic-movement sequences in authentic running, jumping and throwing situations.</li> </ul>	<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. Students:</p> <ul style="list-style-type: none"> <li>• understand and develop strategies for working cooperatively and apply rules fairly</li> <li>• develop and refine object control skills and apply concepts in game scenarios</li> <li>• demonstrate both offensive and defensive strategies in a game</li> <li>• apply innovative and creative thinking, and skills, concepts and strategies to solve movement challenges during games</li> </ul>	<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>