

	Students are learning to...	Students will demonstrate...
English	<p>Create an engaging text that describes and explains perspectives and changes of people from first contact over the first year of colonisation in Australia.</p> <ul style="list-style-type: none"> • Use specific language (noun and verb groups) to make their work engaging for their audience • View the same event from multiple people's perspectives (convict, officer, First Nations People) • Use the writing technique of 'Show don't tell' to engage their audience • Incorporate historical facts and dates into their work • Edit and proofread their work before and after feedback to improve their work • Reading is focused around the comprehension strategy of 'reorganisation.' This is where students find information over multiple sentences, paragraphs or texts. 	<ul style="list-style-type: none"> • Their understanding of subject specific vocabulary to create an engaging text. • Understanding of using historical facts and dates within their written/spoken piece of work • Their understanding of the language and text features of a diary entry, interview script, historical narrative from varying perspectives • Understanding of language features: extended noun groups, emotive language, verb groups and present tense. • Ability to use feedback to improve their writing and make appropriate spelling choices. • Ability to use 'show don't tell' in their writing • Ability to reorganise texts to make meaning.
Maths	<p><u>Money and financial mathematics</u></p> <ul style="list-style-type: none"> • represent, calculate and round amounts of money required for purchases and change. <p><u>Fractions and decimals</u></p> <ul style="list-style-type: none"> • partition to create fraction families • identify, model and represent equivalent fractions • count by fractions • model and represent tenths and hundredths • make links between fractions and decimals • count by decimals • compare and sequence decimals. 	<ul style="list-style-type: none"> • Calculate simple purchasing problems and work out correct change. • recalling multiplication and division facts to help with conversion of common fractions • Continue counting patterns using common fractions • the location of familiar fractions on a number line and recognise common equivalent fractions in familiar contexts • Use their prior knowledge and understanding of place value with whole numbers to extend their knowledge to decimals (tenths and hundredths)
Science	<p><u>Materials! What are they good for?</u></p> <ul style="list-style-type: none"> • students apply the observable properties of materials to explain how objects and materials can be used • Natural and processed materials have a range of physical properties that can influence their use 	<ul style="list-style-type: none"> • Ability to pose questions and predict likely outcomes. • Understanding to create investigations using appropriate materials, tools and equipment safely to make and record observations.

	<ul style="list-style-type: none"> • use scientific language in their communication of science knowledge • Students consider how science involves making predictions and describing patterns and how science knowledge helps people to understand the effect of their actions. 	<ul style="list-style-type: none"> • Ability to represent data; identify patterns in their results; suggest explanations for their results; compare their results with their predictions; and reflect upon the fairness of their investigations. • Understanding to communicate their findings.
<p>HASS HISTORY Semester 2</p>	<p><u>How has life changed since Australia's colonisation?</u></p> <ul style="list-style-type: none"> • Focus on interactions between people, places and environments over time and space and the effects of these interactions. • Students study European exploration and colonisation in Australia and elsewhere up to the early 1800s and life for Indigenous Australians pre- and post-contact. • They explain how and why life changed in the past and identify aspects of the past that have remained the same. • They describe the experiences of an individual or group in the past. • Sequence information about events and the lives of individuals in chronological order with reference to key dates. • They develop questions about the past and locate, collect and sort information from different sources to answer these questions. • They analyse sources to detect points of view. • They identify structures that support their local community and recognise the importance of laws in society. • They describe factors that shape a person's identity and sense of belonging. • They identify different views on how to respond to an issue or challenge 	<p><u>Portfolio of work</u></p> <ul style="list-style-type: none"> • Students develop and present texts, including narrative recounts diary entries, interview script or journals using historical terms • Students research and present early European exploration and reasons for the colonisation of Australia • Describe the experiences of different people during first contact • Respect the views of others • Sequence information about lives and events • Use self, peer and teacher feedback to improve their work •
<p>Technology Semester 2</p>	<p><u>Digital Technology – Portfolio of work</u></p> <ul style="list-style-type: none"> • Students define simple problems, design and implement digital solutions using algorithms that involve decision-making and user input. • They explain how the solutions meet their purposes. 	<p><u>Portfolio of work</u></p> <ul style="list-style-type: none"> • Use coding programs such as scratch, MineCraft Education and beebots (Robots) to design and implement digital coding solutions to problems.
<p>The Arts</p>	<p><u>Visual Arts</u> Students will explore and be inspired by Aboriginal art techniques in artworks they view and create. Elements of Art – Line, Colour, Value Aboriginal art techniques – body painting, bark painting, cross hatching, dot painting, rock art, x-ray art Visual Arts routines and procedures – set up and pack up, painting techniques, washing a paintbrush, colouring techniques, scratch art</p>	<ul style="list-style-type: none"> • Knowledge of Elements of art – Line, Colour, Value • Aboriginal art techniques - body painting, bark painting, cross hatching, dot painting, rock • Painting, oil pastels, scratch art

Health	Culture in Australia – Positive interactions <ul style="list-style-type: none">• 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.	Collection of work <ul style="list-style-type: none">• by examining the influence of heritage and culture on identity by completing a 'Me Card'.• communication skills and strategies for working cooperatively during games from the Be Positive collection and observe varying emotional responses.• how to identify influences that strengthen identities.• and investigate how emotional responses vary and understand how to interact positively with others in different situations.• the application of strategies for working cooperatively.