

	Students are learning to...	Students will demonstrate...
English	<p>Create a scientific explanation on how a Rube Goldberg Machine works (linked with Science)</p> <ul style="list-style-type: none"> • Use scientific language • Cause and Effect Language and connective words (as a result of, because of, etc) • Creating in 3rd person (passive voice) • Edit and proofread their work before and after feedback to improve their work • Work collaboratively using strategies of a talk rich classroom. • Reading is focused around the comprehension strategy of 'reorganisation and making inferences.' This is where students find information over multiple sentences, paragraphs or texts and use these clues to read between the lines. 	<ul style="list-style-type: none"> • Their understanding of forces and scientific language associated with forces. • Use of cause and effect language to connect ideas • Their understanding of the language and text features of a scientific explanation • Ability to work collaboratively to build a Rube Goldberg machine. • Ability to reorganise texts to make meaning.
Maths	<p><u>Time Duration</u></p> <ul style="list-style-type: none"> • Convert between units of time • Use 'am' and 'pm' notation and solve simple time problems <p><u>Measurement</u></p> <ul style="list-style-type: none"> • Use scaled instruments to measure and compare lengths, masses, capacities and temperatures • compare areas of regular and irregular shapes using informal units. 	<ul style="list-style-type: none"> • Ability to convert units of time (eg - how many minutes in 2 ½ hours) • Solve simple time problems • Use rulers accurately to record length of objects • Use thermometers and other scaled tools to measure • Use grid paper to compare areas of regular and irregular shapes
Science	<p><u>Forces – Rube Goldberg Machines (linked with English)</u></p> <ul style="list-style-type: none"> • Describe how contact and non-contact forces affect interactions between objects • How speed is affected by the size of a force • Comparing and contrasting the effects of friction on different surfaces • Investigate the effect of forces on the behaviour of an object • 	<p>Students will work in groups to plan, design, create and evaluate a Rube Goldberg Machine. This machine will be built to complete a simple task. Through this students will:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of contact and non-contact forces. • Demonstrate an understanding of speed and friction and the behaviour this has on an object

HASS HISTORY Semester 2	<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 •
Technology Semester 2	<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.
The Arts	<p><u>Visual Arts</u></p>	
Health	<p><u>Healthy Choices</u> To interpret the <i>Australian guide to healthy eating</i> and discuss the influence of health messages on healthy choices. To use decision-making skills to select strategies to stay healthy and active.</p>	<p><u>Portfolio of work</u></p> <ul style="list-style-type: none"> • Knowledge and understanding of healthy lunches • Knowledge of how to stay active