Year 3				
	Term 1	**Term 2**	**Term 3**	**Term 4**
English	**Analysing and creating persuasive texts** Students read, view and analyse persuasive texts. Students demonstrate their understanding of persuasive texts by examining ways persuasive language features are used to influence an audience. They use this language to create their own persuasive texts. Students write a persuasive letter to persuade a known audience	**Investigating characters** Students listen to, view and read a novel (The Worry Tree) to explore the authors' use of descriptive language in the construction of characters. They complete a reading log that analyses characters from the novel. Students read an extract from the novel and answer questions using comprehension strategies to build literal and inferred meaning of the text. They write a short imaginative narrative based on a familiar theme.	**Reading, writing and performing poetry** Students listen to, read, view and adapt Australian poems. They analyse texts by exploring the context, purpose and audience and how language features and language devices can be adapted to create new meaning. Students write and present to a familiar audience, an adaptation of a poem, using appropriate speaking skills. Students read a rhyming text and explore ways in which the language features and devices can be highlighted in performance through the use of pace, pitch, tone, volume and gesture. **Examining Stories from different perspectives** Students listen to, view, read and compare a range of stories, with a focus on different versions of the same story. They comprehend stories and create a spoken retelling of a story from a different perspective.	**Examining imaginative texts: Kumiko and the Dragon** Students listen to, read, view and interpret imaginative texts from different cultures. They comprehend the texts and explore the text structure, language choices and visual features used to suit context, purpose and audience. They create a multimodal imaginative text.
Summative Assessment	**Persuasive texts** *Persuasive response – written* Students examine ways persuasive language features are used to influence an audience. **Persuasive letter** *Persuasive response – written* Students write a letter to persuade a known audience.	**Reading comprehension** *Exam/Test* Students comprehend literal and implied meaning in a text and identify and explain the author's use of language. **Imaginative narrative** *Imaginative response – written* Imaginative response – written Students write an imaginative narrative on the theme "secrets and mystery" that develops characters.	**Writing and presenting poetry** *Imaginative response – oral* Imaginative response – oral Students write and present an adaptation of a poem. **Retelling a narrative from a different perspective** *Imaginative response – oral* Students prepare and present a spoken retelling of a familiar narrative from the perspective of another character in the text.	**Reading comprehension** *Short answer questions* Students comprehend a story, drawing on knowledge of context, text structure and language features, and evaluate language and images in the text. **Creating a multimodal text** *Poster/multimodal presentation* Students create a multimodal imaginative text about overcoming a fear, using software

	Unit 1	Unit 2	Unit 3	Unit 4
Mathematics	Students develop understandings of: • Number and place value — count to 1 000, identify odd and even numbers, represent 3-digit numbers, compare and order 3-digit numbers, partition numbers (standard and non-standard place value partitioning), recall addition facts and related subtraction facts, represent and solve addition problems, add 2-digit, single-digit and 3-digit numbers, subtract 2-digit and 3-digit numbers, represent multiplication, solve simple problems involving multiplication, recall multiplication number facts. • Patterns and algebra — infer pattern rules from familiar number patterns, identify and continue additive number patterns, identify missing elements in number patterns. • Fractions and decimals — describe fractions as equal portions or shares, represent halves, quarters and eighths of shapes and collections, represent thirds of shapes and collections. • Shape — make models of three-dimensional objects. • Geometric reasoning — identify angles as measures of turn, compare angle sizes in everyday situations.	Students develop understandings of: • Number and place value — compare and order three-digit numbers, partition three-digit numbers into place value parts, investigate 1 000, count to and beyond 1 000, use place value to add and subtract numbers, recall addition number facts, add and subtract three-digit numbers, add and subtract numbers eight and nine, solve addition and subtraction word problems, solve simple problems involving multiplication, recall multiplication number facts. • Using units of measurement — tell time to 5-minute intervals. • Money and financial mathematics — represent money amounts in different ways, compare values, count collections of coins and notes accurately and efficiently, choose appropriate coins and notes for shopping situations, calculate change and simple totals, solve a range of simple problems involving money.	Students develop understandings of: • Number and place value — recall addition and related subtraction number facts, use 'part-part-whole' thinking to interpret and solve addition and subtraction word problems, add and subtract using a written place value strategy, recall multiplication and related division facts, multiply two-digit numbers by single-digit multipliers, interpret and solve multiplication and division word problems. • Fractions and decimals — represent and compare unit fractions, represent and compare unit fractions of shapes and collections, represent familiar unit fractions symbolically, solve simple problems involving, halves, thirds, quarters and eighths. • Patterns and algebra — infer pattern rules from familiar number patterns, identify and continue additive number patterns, identify missing elements in number patterns. • Chance — conduct chance experiments, describe the outcomes of chance experiments, identify variations in the results of chance experiments. • Data representation and interpretation — collect simple data, record data in lists and tables, display data in a column graph, interpret and describe outcomes of data investigations. • Location and transformation — represent positions on a simple grid map, show full, half and quarter turns on a grid map, describe positions in relation to key features, represent movement and pathways on a simple grid map.	Students develop understandings of: • Number and place value — count and sequences beyond 1 000, represent, combine and partition three-digit and four-digit numbers flexibly, use place value to add (written strategy), represent multiplication as arrays and repeated addition, identify part-part-whole relationships in multiplication and division situations, add and subtract two –digit numbers and three-digit numbers, recall multiplication number facts, identify related division number facts, make models and use number sentences that represent problem situations, recall addition and subtraction facts, identify and describe the relationship between addition and subtraction, choose appropriate mental strategies to add and subtract. • Using units of measurement — measure, order and compare objects using familiar metric units of length, mass and capacity.
Summative Assessment	**Number** *Exam* Students classify numbers as either odd or even and count to and from 10000. They continue number patterns involving addition and subtraction. They recall addition for single-digit numbers, and recognise the connection between addition and subtraction. **Geometry – Symmetry, Angles, 3D Shapes** *Short answer questions* Students identify symmetry in the environment and recognise angles in real situations. They make models of three-dimensional objects. **Fractions** *Exam* Students model and represent unit fractions.	**Number** *Exam* Students recall multiplication facts for single-digit numbers. They solve problems using efficient strategies for multiplication. **Time** *Exam* Students tell time to the nearest minute. **Money** *Exam* Students represent money values in various ways. They correctly count out change from financial transactions.	**Chance & Data** *Investigation* Students conduct chance experiments and list possible outcomes. They conduct simple data investigations for categorical variables. Students interpret and compare data displays. **Number & Fractions** *Exam* They continue number patterns involving addition and subtraction. They recall addition for single-digit numbers, and recognise the connection between addition and subtraction. Students model and represent unit fractions. **Geometry- Location** *Short answer question* Students match positions on maps with given information.	**Measurement – Length, Capacity & Mass** *Exam* Students use metric units for length, mass and capacity. **Number** *Exam* Students recall multiplication facts for single-digit numbers. They solve problems using efficient strategies for multiplication.

<table>
<tr><td>Science</td><td>Is it living?

Students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features. They also explore grouping familiar things into living, non-living, once living things and products of living things.</td><td>Spinning Earth

Students use their understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows. They identify the observable and non-observable features of Earth and compare its size with the sun and moon. They make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes. Students plan and conduct an investigation about shadows and collect data safely using appropriate equipment to record formal measurements. Students represent their data in tables and simple column graphs to identify patterns and explain their results. They identify how Aboriginal peoples use knowledge of Earth's movement in their traditional lives. Students explore the relationship between the sun and Earth to identify where people use science knowledge in their lives. They create a presentation to communicate their understandings and findings about the regular changes on Earth and its rotation.</td><td>Hot stuff

Students investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. Students identify that heat energy transfers from warmer areas to cooler areas. They use their experiences to identify questions about heat energy and make predictions about investigations. Students describe how they can use science investigations to respond to questions. Students plan and conduct investigations about heat and heat energy transfer and collect and record observations, using appropriate equipment to record measurements. They represent their data in tables and simple column graphs, to identify patterns, explain their results and describe how safety and fairness were considered in their investigations.</td><td>What’s the matter?

Students understand how a change of state between solid and liquid can be caused by adding or removing heat. They explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. Students identify how science is involved in making decisions and how it helps people to understand the effect of their actions. They evaluate how adding or removing heat affects materials used in everyday life. They conduct investigations, including identifying investigation questions and making predictions, assessing safety, recording and analysing results, considering fairness and communicating ideas and findings. Students describe how science investigations can be used to answer questions. They recognise that Australia’s First Peoples traditionally used knowledge of solids and liquids in their everyday lives.</td></tr>
<tr><td>Summative Assessment</td><td>Investigating living things
Supervised assessment
Students group living things based on observable features and distinguish them from non-living things.</td><td>Investigating the sun, Earth and us
Multimodal presentation
Students explain the cause of everyday observations on Earth, including night and day, sunrise and sunset, and shadows and use diagrams and other representations to communicate ideas.</td><td>Understanding heat
Experimental investigation
Students conduct an investigation into the behaviour of heat to explain everyday observations. They describe how science investigations can be used to respond to questions. Students describe how safety and fairness were considered and use diagrams and other representations to communicate ideas.</td><td>Investigating solids and liquids
Supervised assessment
Students conduct an investigation about solids and liquids changing state when heat is added or taken away. They make a prediction, record observations and suggest reasons for findings. Students describe how safety and fairness were considered.</td></tr>
<tr><td>HASS</td><td colspan="2">Our Unique Communities

Inquiry questions:
How do people contribute to their unique communities?

In this unit, students:
• identify individuals, events and aspects of the past that have significance in the present
• identify and describe aspects of their community that have changed and remained the same over time
• explain how and why people participate in and contribute to their communities
• identify a point of view about the importance of different celebrations and commemorations to different groups
• pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions
• sequence information about events and the lives of individuals in chronological order
• explain the role of rules in their community and share their views on an issue related to rule-making
• describe the importance of making decisions democratically and propose individual action in response to a democratic issue
• communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms.</td><td colspan="2">Exploring places near and far

Inquiry questions:
How and why are places similar and different?

In this unit, students:
• identify connections between people and the characteristics of places
• describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places
• interpret data to identify and describe simple distributions and draw simple conclusions
• record and represent data in different formats, including labelled maps using basic cartographic conventions.
• explain the role of rules in their community and share their views on an issue related to rule-making
• describe the importance of making decisions democratically and propose individual action in response to a democratic issue
• communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.</td></tr>
<tr><td>Summative Assessment</td><td colspan="2">Assessment task

Students investigate the significance of Anzac Day commemorations for different groups, how and why people participate and contribute to the community and aspects that have changed and remained the same over time.</td><td colspan="2">Assessment task

Students identify, describe and interpret data about Australian places and explain the importance of making decisions democratically, the role of rules in the community and action in response to an issue.</td></tr>
</table>

Technologies	**Digital Technologies** **What digital systems do you use?** In this unit students will explore and use a range of digital systems, including peripheral devices. They will create a digital solution (an interactive guessing game) using a visual programming language They will: • identify and explore a range of digital systems and their use to meet needs at home, in school and in the local community, and use a range of peripheral devices to transmit data • define simple problems and identify needs • develop technical skills in using a visual programming language to create a digital solution • describe, follow and apply a sequence of steps and decisions (algorithms) in non-digital contexts and when using a visual programming language • implement a simple digital solution that involves branching algorithms and user input when creating a simple guessing game • explain how their solutions and existing information systems, such as learning software, meet personal, school and community needs develop skills in computational and systems thinking when solving simple problems and creating solutions.		**Design and Technologies** **What's for Lunch?** In this unit, students investigate food and fibre production and food technologies used in modern and traditional societies. They design and make a lunch item that includes modern and traditional technologies. They will explore how people in different times developed food and fibre technologies to meet human needs. • Students will apply these processes and production skills: • investigating by: • exploring traditional food and fibre production and food technologies • identifying contemporary and emerging technologies for growing food and fibre and preparing foods • generating, developing, and communicating design ideas for: • a food product • producing by working safely with tools and materials to create a food product • evaluating design ideas and processes for the product • collaborating as well as working individually throughout the design and production • managing by sequencing production steps.
Summative Assessment	**What digital systems do you use?** *Portfolio* • Assessment of student learning will be gathered from a design challenge and project. Students will: • describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes • define simple problems • design and implement digital solutions using algorithms that involve decision-making and user input explain how the solutions meet their purposes.		**What's for Lunch?** Portfolio Students design and make a lunch item that includes modern and traditional technologies.
The Arts		**Visual Arts** **Patterns in the Playground** In this unit, students will explore the pattern, texture and shape of their local environment. They will make, display and discuss their own and others' artworks. Students will:• explore artworks from Aboriginal artists and Torres Strait Islander artists who represent the land through symbolic pattern • explore visual conventions (visual capture, textural rubbing, painting, collage) • represent ideas (display / art conversations / reflections) • compare artworks and use art terminology to communicate meaning.	**Dance** **Dance Messages** In this unit, students make and respond to dance by exploring how dance is used to represent traditional stories from a variety of Asian countries as a stimulus. Students will: improvise and structure movement ideas for dance sequences that express messages or morals using the elements of dance and choreographic devices practise technical skills safely in fundamental movements perform dances using expressive skills to communicate a message or a moral identify how the elements of dance and production elements express ideas about messages or morals in traditional dance including those of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples. Unit 2 developed using the Australian Curriculum: Dance Years 3 and 4 Content Descriptions and Achievement Standard.
Summative Assessment		**Patterns in the playground** *Collection of work* Students use exploration of artists' work as inspiration for a collaborative artwork based on patterns and surfaces in the local environment.	**Dance messages** *Collection of work* Students choreograph, perform and respond to dance by exploring how dance is used to represent stories.
	Music – In this unit students continue to develop their in-tune singing voices through the singing of simple songs and the use of melodic terms such as pitch names/numbers and also singing games. They read, write and perform with rhythms  and pitch. Students develop an understanding of staff notation, play tuned and un-tuned instruments [eg classroom percussion] and respond to music they make and hear.		**Music –** In this unit students continue to develop their in-tune singing voices through singing limited range, simple songs and the use of melodic terms [solfa, pitch names/numbers], handsigns and singing games. They develop an understanding of staff notation including time signatures $\frac{2}{4}$ $\frac{4}{4}$ and read notation from the staff. Students begin to learn a melodic instrument and respond to music they make and hear.

HPE	**Health - Good Friends** In this unit, students will explore the impact of positive social interaction on self-identity. They will investigate different types of friendships and examine the qualities we look for in a friend, as well as their roles and responsibilities. Students will learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. They will reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships.		**Health – I am healthy and active** In this unit, students investigate the concepts of physical activity and sedentary behaviours while exploring the recommendations of physical activity for five- to twelve-year-olds. They examine the benefits of physical activity and investigate ways to increase physical activity in their lives.	
Summative Assessment	**Good friends – Assignment/Project** Students recognise strategies for managing change and identify influences that strengthen identity. They investigate how emotional responses vary and understand how to interact positively with others.		**I am healthy and active - Supervised assessment** Students use decision-making skills to select and demonstrate strategies that help them stay healthy and active. Students understand the benefits of being healthy and physically active.	
	Physical Activity Athletics	**Physical Activity** Tennis Moving our body	**Physical Activity** Athletics	**Physical Activity** Tennis Moving our body

Year 4					
		Term 1	Term 2	Term 3	Term 4
	English	**Investigating author's language in a familiar narrative** Students read a narrative and examine and analyse the language features and techniques used by the author. They create a new chapter for the narrative for an audience of their peers. **Examining humour in poetry** Students will read and listen to a range of humorous poems by different authors. They will identify structural features and poetic language devices in humorous poetry. They will use this knowledge to innovate on poems and evaluate the poems by expressing a personal viewpoint using evidence from the poem.	**Examining traditional stories** Students read and analyse traditional stories from Asia and from Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. They demonstrate understanding of the stories by identifying structural and language features, finding literal and inferred meaning and explaining the message or moral. Students plan, create and present a traditional story, which includes a moral for a younger audience.	**Exploring recounts set in the past** 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. **Exploring a quest novel** Students read and analyse a quest novel. Throughout the unit, students are monitored as they post comments and respond to others' comments in a discussion board to demonstrate understanding of the quest novel. Students will also write a short response explaining how the author represents the main character in an important event in the quest novel.	**Examining persuasion** Students recognise and analyse characteristic ideas and persuasive techniques in advertisements and their impact on the target audience. **Sustainability theme**
	Summative Assessment	**A new chapter** *Imaginative response – written* Students create an imaginative new chapter for a book. **Interpret and evaluate a humorous poem** *Exam/Test* Students interpret and evaluate a humorous poem for its characteristic features	**Create and present a traditional story** *Assignment/Project* Students create and present a traditional story that includes a moral for a younger audience.	**Comprehending historical recounts** *Exam/Test* Students read historical recounts, answer comprehension questions and identify language features used to engage the audience. **Create spoken recount** *Imaginative response – oral* Students present an account of a historical event in the role of a person who was present at the arrival of the First Fleet. **Written response** *Informative response – written* Students explain how the author of a quest novel represents the main character in an important event.	**Reading and viewing comprehension** *Short answer questions* Students identify and interpret the persuasive language features and visual elements

	Unit 1	Unit 2	Unit 3	Unit 4
Mathematics	Students develop understandings of: • Number and place value — make connections between representations of numbers, partition and combine numbers flexibly, recall multiplication facts, formulate, model and record authentic situations involving operations, make generalisations about the properties of odd and even numbers, make generalisations about adding, subtracting, multiplying and dividing odd and even numbers, compare large numbers, generalise from number properties and results of calculations, derive strategies for unfamiliar multiplication and division tasks • Shape — measure area of shapes, compare the areas of regular and irregular shapes by informal means • Location and transformation — investigate the features on maps and plans, identify the need for legends, investigate the language of location, direction and movement, find locations using turns and everyday directional language, identify cardinal points of a compass, investigate compass directions on maps, investigate the purpose of scale, apply scale to maps and plans, explore mapping conventions, plan and plot routes on maps, explore appropriate units of measurement and calculate distances using scales • Geometric reasoning — identify angles, construct and label right angles, identify and construct angles not equal to a right angle, mark angles not equal to a right angle.	Students develop understandings of: • Number and place value — recognise, read and represent 5-digit numbers, identify and describe place value in five-digit numbers, partition numbers using standard and non-standard place value parts, compare and order 5-digit numbers, identify odd and even numbers, , recall of 3s, 6s, 9s facts, solve multiplication and division problems, use informal recording methods for calculations, apply mental and written strategies to computation, solve problems involving the four operations. • Patterns and algebra —use equivalent number sentences to find unknown quantities • Chance —compare dependent and independent events, describe probabilities of everyday events • Fractions and decimals — revisit and develop understanding of proportion and relationships between fractions in the halves family and thirds family, count and represent fractions on number lines, communicate sequences of simple fractions, represent fractions using a range of models, solve fraction problems in familiar contexts	Students develop understandings of: • Number and place value — interpret number representations, sequence number values, apply number concepts and place value understanding to the calculation of addition, subtraction, multiplication and division, develop fluency with multiplication fact families., apply mental and written computation strategies, recall multiplication and division facts and apply place value to partition and regroup numbers to assist calculations • Fractions and decimals — partition to create fraction families, identify, model and represent equivalent fractions, count by fractions, solve simple calculations involving fractions with like denominators, model and represent tenths and hundredths, make links between fractions and decimals, count by decimals, compare and sequence decimals • Data representation and interpretation — collect and record data, communicate information using graphical displays and evaluate the appropriateness of different displays. • Money and financial mathematics — read and represent money amounts, investigate change, rounding to five cents, explore strategies to calculate change, solve problems involving purchases and the calculation of change	Students develop understandings of: • Number and place value — calculate addition and subtraction using a range of mental and written strategies, recall multiplication and related division facts, calculate multiplication and division using a range of mental and written strategies, solve problems involving the four operations, use estimation and rounding, apply mental strategies, add, subtract, multiply and divide two- and three-digit numbers • Shape — compare the areas of regular and irregular shapes using informal units of area measurement • Shape — measure area of shapes, compare the areas of regular and irregular shapes by informal means • Using units of measurement — use scaled instruments to measure and compare length, mass, capacity and temperature, measure areas using informal units and investigate standard units of measurement
Summative Assessment	**Odd and even numbers & Number patterns** *Exam* Students use the properties of odd and even numbers. They recall multiplication facts to 10 x 10 and related division facts. They describe number patterns resulting from multiplication. They continue number sequences involving multiples of single digit numbers. **Symmetry, Angles & Location** *Short answer questions* Students create symmetrical shapes and patterns. They classify angles in relation to a right angle. Students interpret information contained in maps.	**Number- Problem Solving** *Exam* Students choose appropriate strategies for calculations involving multiplication and division. They identify and explain strategies for finding unknown quantities in number sentences. **Chance** *Exam* Students identify dependent and independent events and list the probabilities of everyday events. **Fractions** *Exam* Students recognise common equivalent fractions in familiar contexts. They locate familiar fractions on a number line.	**Time** *Exam* Students convert between units of time and solve problems involving time duration. **Data** *Investigation* Students construct data displays from given or collected data. They describe different methods for data collection and representation, and evaluate their effectiveness. **Decimals & Money** *Exam* Students make connections between fraction and decimal notations up to two decimal places. Students solve simple purchasing problems.	**Comparing areas and using measurements** *Exam* Students compare areas of regular and irregular shapes using informal units. They use scaled instruments to measure temperatures, lengths, shapes and objects. **Number- Problem Solving** *Exam* Students choose appropriate strategies for calculations involving multiplication and division. They identify and explain strategies for finding unknown quantities in number sentences.

Science	**Unit 4: Material Use** They investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. They consider how science involves making predictions and how science knowledge helps people to understand the effect of their actions. They make predictions and use appropriate materials and equipment safely to make and record observations when conducting investigations. They 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. They complete simple reports to communicate their findings.	**Unit 2: Fast Forces** Students use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects. They use their knowledge of forces to make predictions about games and complete games safely in order to collect data. They use tables and column graphs to organise data and identify patterns so that findings can be communicated. They identify how science knowledge of forces helps people understand the effects of their actions.	**Unit 1: Here today, gone tomorrow** In this unit, students will explore natural processes and human activity that cause weathering and erosion of Earth's surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity. They describe situations where science understanding can influence their own and others' actions. They identify questions and make predictions based on prior knowledge. They safely use equipment and make and record observations with accuracy. They suggest explanations for their observations, compare their findings with their predictions and communicate their observations and findings.	**Unit 3: Ready, Set, Grow!** Students investigate life cycles and sequence key stages in the life cycles of plants and animals. They examine relationships between living things and their dependence on each other and on the environment. By considering human and natural changes to the habitats, students will predict the effect of these changes on living things, including the impact on life cycles and the survival of the species. They identify when science is used to understand the effect of their own and others' actions. They identify investigable questions and make predictions based on prior knowledge. They discuss ways to conduct investigations safely and make and record observations with accuracy. They use tables and column graphs to organise their data, suggest explanations for observations and compare their findings with their predictions. They communicate their observations and findings.
Summative Assessment	**Investigating properties affecting the use of ochre** *Supervised assessment* Students investigate the observable properties of ochre mixtures and explain how they can be used in real-life situations.	**Investigating contact and non-contact forces** *Experimental investigation* Students conduct an investigation about how contact and non-contact forces are exerted on an object. They design and investigate their own forces game, make a prediction, collect data and identify patterns. Students identify when science is used to understand the effect of their actions.	**Investigating soil erosion** *Project* Students describe the natural processes and human activity that cause changes to the Earth's surface. They plan, conduct and report on an investigation of the erosion process. Students apply science understandings to formulate control strategies in real-life situations.	**Mapping life cycles and relationships** *Research* Students understand how relationships of living things impact on their life cycle. To describe situations when science is used to understand the effect of actions, and organise and communicate findings.
HASS	**Australia before, during and after European settlement** In this unit, students: • 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 terra nullius. • 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.		**Using places sustainably** In this unit, students: • explore the concept of 'place' with a focus on Africa and South America • 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.	
Summative Assessment	***Assessment task*** Students explore the experiences of an individual and group in the past, aspects that have changed and remained the same and the importance of laws and factors that shape a person's identity and sense of belonging in society.		***Assessment task*** Students investigate the interconnections and diverse characteristics of the environment, interpret data to describe simple patterns and identify different views to respond to a challenge.	

	Technologies	**Unit 1: Pinball paradise** *Engineering principles and systems* In this unit, students investigate how forces and the properties of materials affect the behaviour of a product or system. They make a pinball machine and design a games environment for its use. They explore the role of people in engineering technology occupations and how they address factors that meet client needs. Students apply processes and production skills, including: • investigating by: ○ exploring games with moving parts ○ testing materials, tools and techniques ○ exploring techniques for shaping and joining materials and creating mechanisms • generating, developing and communicating design ideas for: ○ a pinball machine ○ a games room environment • producing by working safely with components and materials to create a functioning product • evaluating design ideas and processes for the product and environment • collaborating as well as working individually throughout the design and production • managing by sequencing production steps.	**Unit 2: What's your waste footprint?** *Folio* 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). They will: • recognise different types of data and represent the same data in different ways • collect, access and present data as information using simple software (such as spreadsheets) • explore and describe how a range of common information systems present data as information to meet personal, school and community needs • develop skills in computational and systems thinking when solving problems and creating solutions • plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols • explain how existing information systems meet personal, school and community needs.
	Summative Assessment	**Pinball paradise** *Portfolio* Students design and make a pinball machine that is fun to play, and design a games environment for pinball machines. Assessment will gather evidence of the student's ability to: • explain how designed environments meet needs of communities • describe contributions of people in design and technologies occupations • describe how engineering principles can be used to make a pinball machine • explain opportunities for a games environment • develop design ideas and communicate these using models, annotated drawings and symbols • identify appropriate technologies • use safe work practices • plan and sequence major steps in design and production evaluate designs against criteria for success.	**What's your waste footprint?** *Folio* 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
	The Arts	**Music** They continue to practise their in tune singing and aural skills by singing in groups and identifying rhythmic and melodic elements in music they make and hear. They read, write and perform with simple time rhythms and pitch. Students will apply their understanding of staff notation by composing short songs and playing a melodic instrument while reading from the staff.	**Music** Students will be introduced to compound time and will compare compound and simple time songs. They will continue to apply their understanding of staff notation and the elements of music through playing a melodic instrument, singing and reflecting on performances. Students will develop their understanding of part-work through the use of canon and ostinato.

		[redacted]	**Drama** **Dramatic Traditions** In this unit, students make and respond to drama by exploring dramatic traditions and practices in stories of Australia (including Aboriginal drama and Torres Strait Islander drama) and Australia's neighbouring countries as stimulus. Students will: explore ideas and narrative structures of stories from Australia and neighbouring countries through roles and situations and use empathy in their own improvisations and devised drama use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place shape and perform dramatic action using narrative structures and tension in devised and scripted drama identify intended purposes and meaning of drama using the elements of drama to make comparisons.	[redacted]	**Media** **Persuade to Protect** In this unit, students explore representations of people, settings, ideas and story structure in advertising and persuasive presentations, focusing on moving image genre. Students will: explore television advertising and devise representations using specific characterisations, settings and ideas to persuade a targeted audience to a place experiment with media technology and collaborative production processes (script, storyboard, film and edit, perhaps green screen if available) to create a television style media production present productions in digital form to share and discuss similarities and differences in content, structure and genre conventions and targeting approaches describe and discuss intended purposes and meanings of media artworks using media arts key concepts, starting with media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.
	Summative Assessment		**Dramatic traditions** *Collection of work* Students devise, perform and respond to a drama based on storytelling.		**Persuade to protect** *Collection of work* Students explore media artworks that inform the making of a collaborative television-style advertisement, which persuades a targeted audience to protect an imaginary place.
	HPE-	**Health** **Netiquette and online protocols** 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.		**Health** **Health channels** 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. They look at smoking as a case study of how health messages change over time. Students apply decision-making skills to different health scenarios.	
	Summative Assessment	**Netiquette and online protocols** *Collection of Work* Students interpret health messages related to cyber safety and discuss the influences on safe online choices. Students describe the connections and benefits students have within an online community and identify resources available to support their online safety.		**Health channels** *Collection of Work* Students interpret health messages in product advertisements. They apply decision-making skills in relation to a health message for a product.	
		Physical Education – Athletic spectacle Students create an athletic themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations.	**Physical Education – Let me entertain you** Students practise and refine fundamental movement skills to perform the circus skills of balancing and juggling.	**Physical Education – Superstars: Criss Cross** In this context, students practise and refine fundamental movement skills to perform various skipping skills and solve individual skipping challenges. They also examine the benefits of being fit and physically active and how they relate to skipping.	**Physical Education – Bat, catch, howzat!** Students apply strategies for working cooperatively and apply rules fairly. They demonstrate refined striking/fielding skills and concepts in active play and games. They apply skills, concepts and strategies to solve movement challenges in striking / fielding games.