

**Year 5**

		Term 1	Term 2	Term 3	Term 4
English		<p><b>Examining and creating fantasy texts</b> Students listen to, read and interpret a novel from the fantasy genre showing understanding of character development in relation to plot and setting. They demonstrate the ability to analyse the development of a main character through a written response. They create the first chapter of a fantasy novel, depicting contrasting fantasy characters in relation to setting and plot.</p> <p><b>Examining characters in animated film</b> 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><b>Examining media texts</b> 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><b>Appreciating poetry</b> 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><b>Responding to poetry</b> Students listen to, read and view a range of poetry, including narrative poems, to create a transformation of a narrative poem to a digital multimodal narrative.</p>	<p><b>Exploring narrative through novels and film</b> 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. Students listen to and view narrative films and spoken, written and digital film reviews, to create a written film review of a chosen film. Students express and justify opinions about aspects of the novels and films during group discussions.</p>
	Summative Assessment	<p><b>Unit 1: Imaginative response</b> <i>Imaginative response – written</i> Students write the first chapter of a fantasy novel, creating a 'good' and 'evil' character, and establish setting.</p> <p><b>Unit 3: Digital multimodal short story</b> <i>Poster/multimodal presentation</i> Students create a digital multimodal short story that focuses on the behaviours of two main characters when faced with an ethical dilemma.</p>	<p><b>Unit 2: Comprehend a feature article</b> <i>Exam/Test</i> Students interpret and analyse information from a feature article.</p> <p><b>Unit 2: Multimodal feature article</b> <i>Poster/multimodal presentation</i> Students select information and create a multimodal feature article that presents a particular point of view about an issue.</p>	<p><b>Unit 4: Poetry analysis</b> <i>Informative response – written</i> 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><b>Unit 5: Digital multimodal narrative</b> <i>Poster/multimodal presentation</i> Students create a digital multimodal transformation of a narrative poem.</p>	<p><b>Unit 6: Written comparison</b> <i>Written</i> Students write a comparison of a novel and its film adaptation and state a preference.</p>

**Unit 1**

Students develop understandings of:

- Number and place value — make connections between factors and multiples, identify numbers that have 2, 3, 5 or 10 as factors, represent multiplication using the split and compensate strategy, 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 and make generalisations.
- Fractions and decimals — use models to represent fractions, count on and count back using unit fractions, identify and compare unit fractions and solve problems using unit fractions, add and subtract simple fractions with the same denominator.
- Using units of measurement — investigate time concepts and the measurement of time, read & represent 24-hour time.

**Unit 2**

Students develop understandings of:

- Number and place value — explore and apply mental computation strategies for multiplication and division, solve multiplication and division problems with no remainders, solve problems using mental computation strategies and informal recording methods, compare and evaluate strategies that are appropriate to different problems.
- Patterns and algebra — create and continue patterns involving whole numbers, fractions and decimals, explore strategies to find unknown quantities.
- Shape — apply the properties of 3D objects to make connections with a variety of two-dimensional representations of 3D objects, represent 3D objects with 2D representations.
- Location and transformation — investigate and create reflection and rotation symmetry, describe and create transformations using symmetry, transform shapes through enlargement and describe the features of transformed shapes.
- Location and transformation — explore maps and grids, use a grid to describe locations, describe positions using landmarks and directional language.
- Location and transformation — explore mapping conventions, interpret simple maps, use alphanumeric grids to locate landmarks and plot points, describe symmetry, create symmetrical designs & enlarge shapes.
- Geometric reasoning — identify the components of angles, compare & estimate the size of angles to establish benchmarks, construct & measure angles.
- Geometric reasoning — estimate and measure angles, construct angles using a protractor.

**Unit 3**

Students develop understandings of:

- Number and place value — use written strategies to add and subtract, use an array to multiply one- and two-digit numbers, use divisibility rules to divide, solve problems involving computation and apply computation to money problems, adds and subtracts using mental and written strategies including the right-to-left strategy, multiplies whole numbers and divides by a one-digit whole number with and without remainders.
- Chance — identify and describe possible outcomes, describe equally likely outcomes, represent probabilities of outcomes using fractions, conduct a chance experiment and investigate the fairness of a game.
- Chance — list possible outcomes of chance events, 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.
- Data representation and interpretation — build an understanding of data, develop the skill of defining numerical & 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. Explore methods of data representations to construct & interpret data displays, reason with data.
- Data representation and interpretation — explore types of data, investigate an issue (design data-collection questions and tools, collect data, represent as a column graph or dot plot, interpret and describe data to draw a conclusion).
- Using units of measurement — chooses appropriate units for length, area, capacity and mass, measures length, area, capacity and mass, problem solves and reasons when applying measurement to answer a question.

**Unit 4**

Students develop understandings of:

- Number and place value — apply mental and written strategies to solve addition, subtraction, multiplication and division problems, 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.
- Fractions and decimals — 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.
- Patterns and algebra — creates, continues and identifies the rule for patterns involving the addition and subtraction of fractions, use number sentences to find unknown quantities involving multiplication and division
- Money and financial mathematics — investigate income and expenditure, calculate costs, investigate savings and spending plans, develop and explain simple financial plans.
- Money and financial mathematics — create simple budgets, calculate with money, identify the GST component of invoices and receipts, and make financial decisions.

Summative Assessment	<p><b>Number</b> <i>Exam</i> Students identify and describe factors and multiples. They solve simple problems involving the four operations using a range of strategies.</p> <p><b>Fractions</b> <i>Exam</i> Students order unit fractions and locate them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions.</p> <p><b>Time</b> <i>Exam</i> Students convert between 12- and 24-hour time.</p>	<p><b>Geometry – Shape, Transformation, Symmetry &amp; Angles</b> <i>Exam</i> Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. They measure and construct different angles.</p> <p><b>Geometry – Location</b> <i>Exam</i> Students use a grid reference system to locate landmarks.</p> <p><b>Number</b> <i>Exam</i> Students identify and explain strategies for finding unknown quantities in number sentences involving the four operations.</p>	<p><b>Chance</b> <i>Exam</i> Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1.</p> <p><b>Data</b> <i>Investigation</i> Students pose questions to gather data, and construct data displays appropriate for the data. Students interpret different data sets.</p> <p><b>Measurement</b> <i>Exam</i> Students use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles.</p>	<p><b>Decimals</b> <i>Exam</i> Students order decimals and unit fractions and locate them on number lines. Students continue patterns by adding and subtracting fractions and decimals.</p> <p><b>Financial Plans</b> <i>Investigation</i> Students explain plans for simple budgets. They check the reasonableness of answers using estimation and rounding.</p> <p><b>Unit 1: Number</b> <i>Exam</i> Students identify and describe factors and multiples. They solve simple problems involving the four operations using a range of strategies. Students identify and explain strategies for finding unknown quantities in number sentences involving the four operations.</p>
Science	<p><b>Unit 1: Survival in the environment</b></p> <p>Students analyse the structural features and behavioural adaptations that assist living things to survive in their environment. They understand that science involves using evidence and comparing data to develop explanations. Students investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments, and use this knowledge to design creatures with adaptations that are suitable for survival in prescribed environments.</p>	<p><b>Unit 3: Now you see it</b></p> <p>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. They plan investigations including posing questions, making predictions, and following and developing methods. They analyse and represent data and communicate findings using a range of text types, including reports and labelled and ray diagrams. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples' lives.</p>	<p><b>Unit 2: Our place in the solar system</b></p> <p>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. With guidance, students will pose questions, plan and conduct investigations to answer questions and solve problems. They decide on variables to change and measure to conduct fair tests. Students communicate their ideas in a variety of multimodal texts including recording in data sheets and as a report for popular media.</p>	<p><b>Unit 4: Matter matters</b></p> <p>Students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Students pose questions, make predictions and plan investigation methods into the observable properties and behaviours of solids, liquids and gases. They represent data and observations in tables and graphs. They identify patterns and relationships in data and compare patterns with their predictions when suggesting explanations. They suggest ways to improve fairness and accuracy of their investigation.</p>
Summative Assessment	<p><b>Unit 1: Creating a creature</b> <i>Multimodal presentation</i> Students analyse how the form of living things enables them to function in their environments. They use environmental data when suggesting explanations for difference in structural features of creatures. Students communicate ideas using multimodal texts.</p>	<p><b>Unit 3: Exploring the transfer of light</b> <i>Experimental investigation</i> Students plan, predict and conduct a fair investigation to explain everyday phenomena associated with the transfer of light. They discuss 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><b>Unit 2: Exploring the solar system</b> <i>Multimodal presentation</i> Students describe key features of the solar system. They 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><b>Unit 4: Investigating evaporation and explaining solids, liquids and gases</b> <i>Experimental Investigation</i> Students plan, conduct and evaluate an investigation into a variable that affects evaporation and describe and apply knowledge of the properties of solids, liquids and gases. They communicate ideas and findings using multimodal texts.</p>

HASS	<p><b>Unit 1: People and the environment</b> Inquiry questions: <i>How do people and environments influence one another?</i> In this unit, students will investigate:</p> <ul style="list-style-type: none"> <li>the characteristics of places in Europe and North America and the location of their major countries in relation to Australia</li> <li>the human and environmental factors that influence the characteristics of places and the interconnections between people and environments</li> <li>the impact of human actions on the environmental characteristics of places in two countries in Europe and North America</li> <li>how to complete maps using cartographic conventions</li> <li>the language used to describe the relative location of places at a national scale</li> <li>how to represent and interpret data to identify simple patterns, trends, spatial distribution, infer relationships and draw conclusions.</li> </ul>	<p><b>Unit 2: Managing Australian communities</b> Inquiry questions: <i>How are people and environments managed in Australian communities?</i> In this unit, students will investigate:</p> <ul style="list-style-type: none"> <li>how places are affected by the interconnection between people, places and environments</li> <li>the influence of people on the human characteristics of places, including how the use of space within a place is organised</li> <li>how laws impact on the lives of people in the present</li> <li>the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management</li> <li>environmental challenges in the form of natural hazards</li> <li>ways in which people respond to a geographical challenge and the possible effects of actions.</li> </ul>	<p><b>Unit 4: Participating in Australian Communities</b> Inquiry questions: <i>How have people enacted their values and perceptions about their community, other people and places, past and present?</i> In this unit, students will investigate:</p> <ul style="list-style-type: none"> <li>the key values of Australia's liberal democratic system of government, particularly the values of freedom, equality, fairness and justice</li> <li>significant past developments, events, individuals and groups that impacted on the development law and democracy in Australia, particularly the Eureka Stockade and Peter Lalor</li> <li>representative democracy and voting processes in Australia</li> <li>how laws impacted on the lives of people in the past.</li> </ul>	<p><b>Unit 3: Communities in colonial Australia (1800's)</b> Inquiry questions: <i>How have individuals and groups in the colonial past contributed to the development of Australia?</i> In this unit, students will investigate:</p> <ul style="list-style-type: none"> <li>key events related to the development of British colonies in Australia after 1800</li> <li>the economic, political and social reasons for colonial developments in Australia after 1800</li> <li>aspects of daily life for different groups of people during the colonial period in Australia</li> <li>the effects that colonisation had on the lives of Aboriginal peoples and on the environment</li> <li>significant developments and events that impacted on the development of colonial Australia, including the gold rushes and inland exploration</li> <li>the significance of individuals and groups in shaping the colonies, especially through inland exploration.</li> </ul>	<p><b>Unit 5: Australian communities of the future</b> Inquiry questions: <i>What is the relationship between environments and my role as a consumer?</i> In this unit, students will investigate:</p> <ul style="list-style-type: none"> <li>a familiar personal or community economics or business issue they may experience in their everyday life</li> <li>how to distinguish between needs and wants, and recognise why choices need to be made about how limited resources are used</li> <li>how different types of resources are used by societies to satisfy needs and wants of present and future generations</li> <li>how a variety of factors influence consumer choices, and that different strategies can be used to help make informed personal consumer and financial choices.</li> </ul>
	Summative Assessment	<p><b>Unit 1: People and the environment Assessment task</b> To investigate the characteristics of places and use evidence to draw conclusions about a preferred place to live</p>	<p><b>Unit 2: Managing Australian communities Assessment task</b> To identify how legal and environmental issues in Australian communities can be managed.</p>	<p><b>Unit 3: Communities in colonial Australia (1800's) Assessment task</b> To describe how and why life changed and stayed the same for people in a colonial Australian community and describe the significance of an early inland explorer in bringing about change to colonial Australia.</p>	<p><b>Unit 4: Participating in Australian Communities Assessment task</b> To investigate democratic values and processes in the school community.</p>
Technologies	<p><b>Unit 1: Harvesting good health Portfolio</b> In this unit, students will explore how competing factors and technologies influence the design of a sustainable service. This service provides a plant for the preparation of a healthy food product. Students will investigate:</p> <ul style="list-style-type: none"> <li>healthy food choices and food preparation techniques;</li> <li>plant growth requirements and production systems;</li> <li>design needs and opportunities;</li> <li>issues, including sustainability, which affects design; and</li> <li>the characteristics of materials, tools and techniques in relation to the design challenge.</li> </ul> <p>Generate designs, criteria for success, an annotated diagram of a sustainable plant service and a production plan.</p> <ul style="list-style-type: none"> <li>Produce a plant service to enable the preparation of a healthy food product.</li> <li>Evaluate their design and production processes.</li> <li>Collaborate and manage by working with others and by following the steps for the project.</li> </ul>		<p><b>Unit 2: Hands off Portfolio</b> 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 an electrical device that is part of the solution. They will examine the role of people in engineering technology occupations in developing solutions for current and future use. Students will investigate:</p> <ul style="list-style-type: none"> <li>analysing of technologies applied in security systems</li> <li>testing circuits and devices that control movement, sound or light</li> <li>Generate and document design ideas for securing environments using technical terms and graphical representation techniques</li> <li>Produce a functional device by safely using materials, components, tools and techniques</li> <li>Evaluating design ideas, processes and solutions against negotiated criteria for success including sustainability</li> <li>Collaborate as well as work individually throughout the process</li> <li>Manage by developing project plans that include resources.</li> </ul>		
	<p><b>Unit 1: Harvesting good health Portfolio</b> Students will design a service that provides a plant that can be used to create a healthy food product. The service will involve the design of the plants: packaging, care label and fact sheet.</p>		<p><b>Unit 2: Hands off Portfolio</b> Students design a solution to an environment's security need and make an electrical device that is part of the solution.</p>		

The Arts	<p><b>Visual Arts</b>  <b>Unit 1 The animal within</b>            In this unit, students focus on representation of animals as companion, metaphor, totem and predator. Students will:</p> <ul style="list-style-type: none"> <li>explore and explain the representation of values and beliefs in sculptural artworks by artists including Aboriginal and Torres Strait Islander peoples and Asian artists and consider this in the development of their own artworks</li> <li>experiment with and use visual conventions and practices (ceramic sculpture, collage, surface manipulation, 3-dimensional form, mixed media) in research and development of individual artworks which express a personal view</li> <li>plan the presentation of sculptural animals to enhance meaning for audience with description of influence and personal view</li> <li>compare visual art conventions and the representation of animals in 3-dimensional artworks from different cultures, times and places and use art terminology to explain the communication of meaning.</li> </ul>		<p><b>Media Arts</b>  <b>Unit 1 Light and shadow</b>            In this unit, students shape time and space to explore representations in media art forms. Students will:</p> <ul style="list-style-type: none"> <li>explore how media artists control form, light and shadow to suggest ideas and point of view about an aspect of their community</li> <li>experiment with media technology and collaborative production processes (film, photography, editing, lighting, video and special effects, sound and text) to create an aesthetic media arts production</li> <li>present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions, movement and lighting</li> <li>explain how the elements of media arts and story principles communicate meaning through comparison of media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.</li> </ul>	
	<p><b>Unit 1: The animal within</b>            Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>explain how ideas are represented in artworks they view</li> <li>describe the influences of artworks and practices from different cultures, times and places on their art making</li> <li>use visual conventions and visual arts practices to express a personal view in their artworks</li> <li>demonstrate different techniques and processes in planning and making artworks</li> <li>describe how the display of artworks enhances meaning for an audience.</li> </ul>		<p><b>Unit 1: Light and shadow</b>            Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>explain how points of view, ideas and stories are shaped and portrayed in media artworks they make and share</li> <li>explain how points of view, ideas and stories are shaped and portrayed in media artworks they view</li> <li>explain the purposes and audiences for media artworks made in different cultures, times and places</li> <li>work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movements and lighting.</li> </ul>	
	<p><b>Music:</b> Students make and respond to music exploring pieces of music that tell a story, and music that appears in film. In the unit "Going to the Movies" students will explore the musical elements through composing music for a short film, performing and through comparing music from a variety of segments of film.</p>		<p><b>Music:</b> Students make and respond to music exploring the music-making of other cultures through their music journal. Students will use aural skills by identifying music from different culture such as Japan, Korea, India, Indonesia and China. They will also compose and perform music from different cultures and develop their knowledge of the musical elements by comparing music from different cultures.</p>	
HPE	<p><b>Physical Education - Aerobics</b>            Students develop specialised aerobic skills and create and perform a sequence of these skills to music.</p>	<p><b>Physical Education – Built for B-Ball</b>            Students explore and describe the key features of health related fitness and the significance of physical activity participation to health and well-being in the context of <i>European Handball</i>.</p>	<p><b>Physical Education – 'All codes' football</b>            Students perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes in "All codes" football.</p>	<p><b>Physical Education – UNITE - Cricket</b>            Students work collaboratively and apply concepts of fair play while participating in various movement challenge activities. They use the "UNITE" process to work collaboratively to solve movement challenges.</p>
	<p><b>Health</b>  <b>Unit 1: Emotional interactions</b>            Students recognise that emotions and behaviours influence how people interact. They understand that relationships are established and maintained by applying skills. Students identify practices that keep themselves and others safe and well.</p>		<p><b>Health</b>  <b>Unit 3: Multicultural Australia</b>            Students gain an understanding of multiculturalism by examining the changing nature of Australia's cultural identity. They examine how sharing traditional food and physical activities from cultures can support community wellbeing and cultural understanding.</p>	
	<p><b>Unit 1: Emotional interactions</b>  <b>Project/assignment</b>            Students complete an assignment. They respond to a series of questions and scenarios about emotional responses and interactions with others. They present a group role-play.</p>		<p><b>Unit 3: Multicultural Australia</b>  <b>Collection of work</b>            Students complete a series of tasks relating to a cultural identity and physical activity supporting community wellbeing and cultural understanding. These tasks will be recorded and compiled to form a collection of work.</p>	

**Year 6**

		Term 1	Term 2	Term 3	Term 4
English		<p><b>Short stories</b></p> <p>Students listen to and read short stories by different authors. They investigate the ways authors use text structure, language features and strategies to create humorous effects. Students complete a comprehension task about a particular short story and other short stories they have read. They write a short story about a character that faces a conflict. Students also reflect on the writing process when making and explaining editorial choices.</p>	<p><b>Examining advertising in the media</b></p> <p>Students read, view and listen to advertisements in print and digital media. They understand how language and text features can be combined for persuasive effect. They demonstrate their understanding of advertising texts' persuasive features through the creation of their own digital multimodal advertisement and an explanation of creative choices.</p> <p><b>Exploring news reports in the media</b></p> <p>Students listen to, read and view a variety of news reports from television, radio and the internet. Students identify and analyse bias in media reports. They evaluate the effectiveness of language devices that represent ideas and events with the intent to influence an audience. They create a written response to a news report.</p>	<p><b>Interpreting literary texts</b></p> <p>Students listen to, read and view extracts from literary texts set in earlier times. They demonstrate their understanding of how the events and characters are created within historical contexts. They create a literary text that establishes time and place for the reader and explores personal experiences.</p> <p><b>Exploring literary texts by the same author</b></p> <p>Students listen to and read novels by the same author to identify language choices and author strategies used to influence the reader. They compare two novels by the same author to identify aspects of author style. Students prepare a response analysing author style in the novel, and participate in a panel discussion.</p>	<p><b>Comparing texts</b></p> <p>Students listen to, read, view and analyse literary and informative texts on the same topic. Students explore and evaluate how topics and messages are conveyed through both literary (imaginative) and informative texts, including digital texts. Students identify the author's purpose and analyse similarities and differences in texts. They compare and analyse the effectiveness of each text in its ability to deliver a message. They write arguments persuading others to a particular point of view using specific structural and language features studied during the unit. Students transform an informative text into a literary text for younger audiences.</p>
	Summative Assessment	<p><b>Unit 1: Writing a short story</b> <i>Written</i></p> <p>Students write an imaginative and entertaining short story about a character who faces a conflict and explain editorial choices.</p>	<p><b>Unit 2: Create a multimodal advertisement</b> <i>Poster/multimodal presentation</i></p> <p>Students create a multimodal advertisement and explain how it persuades the viewer.</p> <p><b>Unit 3: Evaluation of a news report (interview transcript)</b> <i>Written</i></p> <p>Students 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.</p>	<p><b>Unit 6: Arguing a point of view</b> <i>Informative response – written</i></p> <p>Students argue a point of view about the effectiveness of literary and informative texts in conveying their message.</p> <p><b>Unit 4: A letter in the past</b> <i>Informative response – written</i></p> <p>Students write a letter to a student in the past to evoke a sense of time and place</p>	<p><b>Unit 5: Panel discussion</b> <i>Oral</i></p> <p>Students participate in a panel discussion to analyse and evaluate the style of an individual author.</p>

Mathematics	<p><b>Unit 1</b> Students develop understandings of:</p> <ul style="list-style-type: none"> <li>• Number and place value - , solve problems using the order of operations, solve multiplication and division problems using a written algorithm. Select and apply mental and written strategies to problems involving all four operations, compare and order positive and negative integers.</li> <li>• Fractions and decimals - Order and compare fractions with related denominators, add and subtract fractions with related denominators, calculate the fraction of a given quantity and solve problems involving the addition and subtraction of fractions</li> <li>• Shape - problem solve and reason to create nets and construct models of simple prisms and pyramids.</li> <li>• Location and transformation - identify the four quadrants on a Cartesian plane, plot and locate ordered pairs in all four quadrants, apply one-step transformations and describe combinations of translations, reflections and rotations.</li> <li>• Location and transformation - apply translations, reflections and rotations to create symmetrical shapes.</li> </ul>	<p><b>Unit 2</b> Students develop understandings of:</p> <ul style="list-style-type: none"> <li>• Number and place value - identify and describe properties of prime, composite, square and triangular numbers, multiply and divide using written methods including a standard algorithm, solve problems involving all four operations with whole numbers.</li> <li>• Fractions and decimals - add, subtract and multiply decimals, divide decimals by whole numbers, calculate a fraction of a quantity and percentage discount, compare and evaluate shopping options.</li> <li>• Money and financial mathematics - connect fractions and percentage, calculate percentages and discounts, calculate discounts of 10%, 25% and 50% on sale items.</li> <li>• Data representation and interpretation - Revise different types of data displays, interpret data displays, investigate the similarities and differences between different data displays, identify the purpose and use of different displays and identify the difference between categorical and numerical data. Compare primary and secondary data, source secondary data, explore data displays in the media, problem solve and reason by interpreting secondary data.</li> <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</li> </ul>	<p><b>Unit 3</b> Students develop understandings of:</p> <ul style="list-style-type: none"> <li>• Number and place value - solve problems using the order of operations, solve multiplication and division problems using a written algorithm. Select and apply mental and written strategies to problems involving all four operations.</li> <li>• Fractions and decimals - add and subtract fractions with related denominators, calculate a fraction of a quantity, multiply and divide decimals by powers of ten, add and subtract decimals, multiply decimals by whole numbers, divide numbers that result in tenths and hundredths, and solve problems involving fractions and decimals. Order and compare fractions with related denominators and locate them on a number line.</li> <li>• Patterns and algebra – represent number patterns in a table and graphically, use rules to continue patterns, write a rule to describe a pattern, apply the rule to find the value of unknown terms</li> <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. 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>	<p><b>Unit 4</b> Students develop understandings of:</p> <ul style="list-style-type: none"> <li>• Number and place value -solve problems using the order of operations, solve multiplication and division problems using a written algorithm.</li> <li>• Fractions and decimals - add, subtract and multiply decimals, divide decimals by whole numbers, calculate a fraction of a quantity.</li> <li>• Chance - Represent the probability of outcomes as a fraction or decimal and conduct chance experiments. 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> <li>• Using units of measurement - make connections between volume and capacity</li> <li>• Using units of measurement - solve problems involving the comparison of lengths and areas, and interpret and use timetables</li> </ul>
Summative Assessment	<p><b>Unit 1: Number</b> <i>Exam</i> Students solve problems involving the addition and subtraction of related fractions. They add and subtract decimals, write and apply the correct use of brackets and order of operations in number sentences</p> <p><b>Unit 1: 3D Structures</b> <i>Investigation</i> Students use simple strategies to create a 3D structure.</p> <p><b>Unit 1: Locating Integers and describing transformations</b> <i>Exam</i> Students describe the use of integers in everyday contexts and locate integers on a number line They locate an ordered pair in any one of the four quadrants on the Cartesian plane and describe combinations of transformations</p>	<p><b>Unit 2: Interpreting and comparing data displays</b> <i>Investigation/Exam</i> Students interpret and compare data displays.</p> <p><b>Unit 2: Number Identifying number properties and calculating percentage discounts</b> <i>Exam</i> Students recognise the properties of prime, composite, square and triangular numbers. They solve problems involving division and multiplication and calculate common percentage discounts on sale items. Students connect fractions, decimals and percentages.</p> <p><b>Unit 2: Measurement – Length, Area, Perimeter</b> <i>Exam</i> Students use simple strategies to reason and solve measurement problems</p>	<p><b>Unit 3: Calculating fractions and decimals</b> <i>Exam</i> Students locate fractions on a number line and solve problems involving the addition and subtraction of related fractions. They calculate a simple fraction of a quantity and describe rules for sequences, involving fractions and decimals. Students perform calculations on decimals including multiplying and dividing by powers of 10</p> <p><b>Unit 3: Investigating angles</b> <i>Exam</i> Students find unknown angles using the relationships between angles on a straight line, vertically opposite angles and angles at a point</p> <p><b>Unit 3: Problem Solving</b> <i>Exam</i> Students use efficient strategies to problem solve involving the four operations</p>	<p><b>Unit 4: Chance</b> <b>Describing probabilities and comparing frequencies</b> <i>Investigation</i> Students compare observed and expected frequencies and write probabilities as fractions, decimals and percentages.</p> <p><b>Unit 4: Measurement</b> <i>Exam</i> Students make connections between capacity and volume. They convert between metric units and choose appropriate units of measurement.</p> <p><b>Unit 4: Interpreting and using timetables</b> <i>Exam</i> Students interpret and use timetables to determine a travel schedule.</p>

Science	<p><b>Unit 1: Making changes</b></p> <p>Students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions. Students identify and assess risks, make observations, accurately record data and develop explanations. They suggest improvements, which can be made to their methods to improve investigations. Students explore the effects of reversible and irreversible changes in everyday materials and how this scientific understanding is used to solve problems that directly affect people's lives.</p>	<p><b>Unit 2: Energy and electricity</b></p> <p>Students investigate electrical circuits as a means of transferring and transforming electricity. They design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production. They identify where scientific understanding and discoveries related to the production and use of electricity have, affected people's lives. They evaluate personal and community decisions related to use of different energy sources and their sustainability.</p>	<p><b>Unit 3: Our changing world</b></p> <p>Students explore how sudden geological changes and extreme weather events can affect Earth's surface. They consider the effects of earthquakes and volcanoes on the Earth's surface and how communities are affected by these events. They gather, record and interpret data relating to weather and weather events. Students explore the ways in which scientists are assisted by the observations of people from other cultures, including those throughout Asia. Students construct representations of cyclones and evaluate community and personal decisions related to preparation for natural disasters. They investigate how predictions regarding the course of tropical cyclones can be improved by gathering data.</p>	<p><b>Unit 4: Life on Earth</b></p> <p>Students explore the environmental conditions that affect the growth and survival of living things. They use simulations to plan and conduct fair tests and analyse the results of these tests. Students pose questions, plan and conduct investigations into the environmental factors that affect the growth of living things. They gather, record and interpret observations relating to their investigations. Students consider human impact on the environment and how science knowledge can be used to inform personal and community decisions. They recommend actions to develop environments for native plants and animals.</p>
	Summative Assessment	<p><b>Unit 1: Testing change: Reversible or irreversible?</b> <i>Experimental investigation</i></p> <p>Students 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><b>Unit 2: Analysing energy and electricity</b> <i>Supervised assessment</i></p> <p>Students 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. Students explain how scientific knowledge is used to assess energy sources selected for a specific purpose.</p>	<p><b>Unit 3: Explaining natural events and change</b> <i>Exam</i></p> <p>Students explain how natural events cause rapid changes to the Earth's surface and identify contributions to the development of science by people from a range of cultures. They identify how research can improve data.</p>

<b>HASS</b>	<p><b>Unit 1: Australia in a diverse world</b> Inquiry questions: <i>How do places, people and cultures differ across the world?</i> In this unit, students:</p> <ul style="list-style-type: none"> <li>examine the geographical diversity of the Asia region and the location of its major countries in relation to Australia</li> <li>investigate differences in the economic, demographic and social characteristics of countries across the world</li> <li>consider the world's cultural diversity, including that of its indigenous peoples</li> <li>identify Australia's connections with other countries</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><b>Unit 2: Australia's global connections</b> Inquiry questions: <i>How do Australia's global connections influence my role as a global citizen?</i> In this unit, students:</p> <ul style="list-style-type: none"> <li>identify how Australia's connections with other countries change people and places</li> <li>recognise the effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places</li> <li>develop appropriate questions to frame an investigation</li> <li>locate and collect useful data and information from primary and secondary sources</li> <li>organise and represent data in a range of formats, using appropriate conventions</li> <li>interpret data to identify, patterns and trends, and to infer relationships</li> <li>identify different points of view and solutions to an issue</li> <li>reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal</li> <li>present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, graphing, communication conventions and discipline-specific terms</li> </ul>	<p><b>Unit 3: Making decisions to benefit my community</b> Inquiry questions: <i>How can resources be used to benefit individuals, the community and the environment?</i> In this unit, students:</p> <ul style="list-style-type: none"> <li>investigate a familiar community or regional economics or business issue that may affect the individual or the local community</li> <li>examine how the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs</li> <li>identify the effect that consumer and financial decisions can have on the individual, the broader community and the environment</li> <li>recognise the reasons businesses exist and the different ways they provide goods and service</li> <li>present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms</li> </ul>	<p><b>Unit 4: Australia in the past</b> Inquiry questions: <i>How have key figures, events and values shaped Australian society, its system of government and citizenship?</i> In this unit, students:</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>sequence information about events and the lives of individuals in chronological order</li> <li>reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal</li> <li>present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, graphing, communication conventions and discipline-specific terms.</li> </ul>	<p><b>Unit 5: Australians as citizens</b> Inquiry questions: <i>What does it mean to be an Australian citizen?</i> <i>How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?</i> In this unit, students:</p> <ul style="list-style-type: none"> <li>recognise the responsibilities of electors and representatives in Australia's democracy</li> <li>consider the shared values, right and responsibilities of Australian citizenship and obligations that people may have as global citizens</li> <li>identify different points of view and solutions to an issue</li> <li>generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others</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>investigate stories of groups of people who migrated to Australia since Federation</li> <li>sequence information about events and represent time by creating timelines</li> <li>present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials.</li> </ul>
	<b>Summative Assessment</b>	<p><b>Unit 1: Australia in a diverse world</b> <b>Assessment task</b> To demonstrate an understanding of the diversity of places by representing and interpreting data and information in a variety of forms.</p>	<p><b>Unit 2: Australia's global connections</b> <b>Assessment task</b> To investigate the effects of trade connections between Australia and Asia.</p>	<p><b>Unit 3: Making decisions to benefit my community</b> <b>Assessment task</b> To explain ways that resources can be used to benefit individuals, the community and the environment.</p>	<p><b>Unit 4: Australia in the past</b> <b>Assessment task</b> To explain the significance of key people, events, institutions and processes to the development of the Australian nation.</p>
<b>Technologies</b>	<p><b>A-maze-ing digital designs</b> Students will explain the fundamentals of digital systems and how they are connected to form networks. They will define problems in terms of data and functional requirements and design a user interface that incorporates decision making and repetition into their designs. They will explain how their digital solutions are sustainable and have met identified needs.</p>		<p><b>Data changing our world.</b> Students will explain how existing information systems meet local and community needs. They will show how whole numbers are used to represent data in digital systems. Students will define problems that will be represented with data in a variety of digital systems. They will build a digital solution that can acquire, store and use validate data through design of a user interface that incorporates decision making. They will then test and implement their digital solutions</p>		
	<p><b>A-maze-ing digital designs</b> <i>Portfolio</i> Assessment of student learning will be gathered from an assessment portfolio which includes a collaborative digital solution.</p>		<p><b>Data changing our world.</b> <i>Portfolio</i> Assessment of student learning will be gathered from short answer questions and project work.</p>		

<b>The Arts</b>	<p><b>Unit 2: Dance landscapes</b> In this unit, students make and respond to dance from Australia and/or Asian countries using culture and landscapes as stimulus. Students will:</p> <ul style="list-style-type: none"> <li>explore movement and choreographic devices, using the elements of dance and production elements (props, costumes, space) to choreograph dances that represent ideas about Australian and/or Asian landscapes</li> <li>develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination</li> <li>perform dance using expressive skills to communicate ideas about Australian and/or Asian landscapes</li> <li>explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts.</li> </ul>		<p><b>Unit 1: Natural disasters</b> In this unit, students make and respond to drama exploring the impact of natural disasters on communities including stories and accounts as stimulus. Students will:</p> <ul style="list-style-type: none"> <li>explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations in response to stimulus of earthquakes, volcanoes, cyclones and floods</li> <li>develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action</li> <li>rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories about the impact of natural disasters and engage an audience</li> <li>explain and compare how the elements of drama and production elements communicate meaning in drama about the impact of events (including natural disasters) in different communities.</li> </ul>	
	<p><b>Unit 2: Dance landscapes</b> Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>work collaboratively to perform dances for audiences, demonstrating technical and expressive skills</li> <li>structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that communicate meaning</li> <li>explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view</li> <li>describe characteristics of dances from different social, historical and cultural contexts that influence their dance making.</li> </ul>		<p><b>Unit 1: Natural disasters</b> Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>explain how dramatic action and meaning are communicated in drama they make, perform and view</li> <li>explain how drama from different cultures, times and places influences their own drama making</li> <li>work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, playbuilding and performances of devised and scripted drama for audiences.</li> </ul>	
	<p><b>Music:</b> Students make and respond to music by exploring the concept of ostinato - a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music. They will develop aural skills by identifying rhythm and pitch patterns found in ostinato and ostinato. Students will continue to develop their skills through composing and performing music featuring ostinato. They will also communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal music and Torres Strait Islander music that feature ostinato and body percussion.</p>		<p><b>Music:</b> Students explore multiple arrangements of the same song and respond and reflect on them deepening their understanding of the musical elements. Students are then given a song which they are then to arrange with instruments accessible to them in the classroom. Students will also communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal music and Torres Strait Islander music that feature ostinato and body percussion.</p>	
<b>HPE</b>	<p><b>Physical Education – 'All codes' football</b> Students perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes in "All codes" football.</p>	<p><b>Physical Education - Athletics</b> Students develop specialised movement skills within different fitness contexts. They participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing.</p>	<p><b>Physical Education - Tchoukball</b> Students develop the specialised movement skills identified in the game of tchoukball. They explore ethical behaviour and fair play and apply these concepts within a team and a variety of physical activities.</p>	<p><b>Physical Education – Over the net</b> Students perform specialised tennis skills. They combine and perform specialised tennis skills to open up space on the court to win or gain the upper hand within gameplay. They demonstrate skills to work collaboratively and play fairly during tennis related activities and games.</p>
	<p><b>Health</b> <b>Unit 3: What am I drinking?</b> Students 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>Health</b> <b>Unit 4: Transitioning</b> Students 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>	
	<p><b>Unit 3: What am I drinking?</b> <b>Supervised assessment</b> Students describe their own and others' contribution to health and wellbeing. They access and interpret health information, and to apply decision-making skills to enhance their own and others' health and wellbeing.</p>		<p><b>Unit 4: Transitioning</b> <b>Research</b> Students investigate developmental changes and transitions and the changing nature of personal and cultural identities during the transition to secondary school. They recognise the influence of emotions and discuss factors that influence how people interact in new situations.</p>	