

Key Learning Areas – Overview of Expected Outcomes		Assessment Items	Assessment Date (This time may vary)
English	<p><u>100 Book Challenge & Award Nominations</u></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Fluently read, share with friends and celebrate</i> the different types of books and authors that they most love to read • <i>Refer back to texts</i> to locate clues and evidence when answering comprehension questions • <i>Analyse</i> a series of persuasive texts to <i>identify</i> target audience and persuasive techniques used (exaggeration, facts, emotive language, modal words & rhetorical questions) • <i>Write</i> compound and complex sentences as the building blocks for all texts • <i>Write</i> persuasive sentences, paragraphs and eventually whole texts that nominate people & books for class awards • <i>Write</i> paragraphs that include a topic sentence, supporting details x2/3 and a concluding sentence • <i>Orally</i> rehearse and present their work to familiar audiences. 	<p>Item 1: Reading Comprehension Task</p> <p>Item 2: Written award nominations (persuasive texts)</p>	<p>Weeks 7-8</p> <p>Week 8</p>
Mathematics	<p><u>Addition & Subtraction Fact Fluency, Multiplication & Time / Duration</u></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Read</i> analogue clocks to: quarter past, quarter to, to 5-minute increments & to 1-minute increments • <i>Solve</i> time duration problems • <i>Recognise</i> the value of Australian coins & notes. <i>Match</i> combinations to amounts. • <i>Automatically recall</i> addition and subtraction facts for adding any single-digit numbers. <i>Apply</i> to addition / subtraction calculations using larger numbers. • <i>Develop</i> strategies for solving 2x, 10x, 5x multiplication facts • <i>Determine</i> the focus of worded problems and solve them 	<p>Test: time & duration</p> <p>Number Test & Mathematical Modelling project</p>	<p>Week 5</p> <p>Week 8 - 9</p>
Science & Design Technology	<p><u>Physical Science: Hot Stuff</u></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • Investigate how heat is produced (e.g., sun, rubbing, electricity and chemically) • Identify that heat can be observed by touch and that formal measurements of heat (temperature) can be taken using a thermometer • Plan and conduct investigations about heat and heat transfer from warm to cold objects • <i>Consider heat conductivity or insulation when selecting materials and creating</i> products in design challenges (e.g., a fashionable hat that is sun safe, a rebuild of a local bridge, an Insulated Water Bottle) • <i>Test, measure and evaluate</i> their own design creations to recommend further potential improvements. 	<p>‘Cool It’ Science Investigation</p>	<p>Week 7-9</p>

History	<u>Change and Continuity: Then & Now</u> <i>Students will:</i> <ul style="list-style-type: none"> Explore who lived here first and how do we know; continuity and change in local communities Identify & describe changes in transport, education and entertainment over time Sequence information about events and create timelines to showcase changes over time. 	Change and Continuity Assessment	Week 8-9
Wellbeing 'Connect'	<u>Self-Management</u> <i>Students will:</i> <ul style="list-style-type: none"> Manage and moderate emotions in familiar contexts, using provided strategies Demonstrate perseverance when faced with challenges, adapting approaches based on successes, and learning from setbacks and failure Life Education health module: The Inside Story 	N/A	
Specialist Class: Health & Physical Education	<u>Track & Field</u> <i>Students will:</i> <ul style="list-style-type: none"> Develop and practice specialised skills such as long jump, shot put, high jump and sprinting in preparation for the Athletics Carnival. 	Observation checklists Performance in Track & Field Carnival	Ongoing
Specialist Class: Technologies: Digital & Design	<u>Tiny Houses</u> <i>Students will:</i> <ul style="list-style-type: none"> Design and construct a tiny house model while learning about structures, materials, and sustainability. Explore fundamental engineering principles such as strength, stability, and simple machines using VEX GO robots Apply design thinking in a structured process: Empathise, Define, Ideate, Prototype, Test, and Reflect. 	Weekly exit tasks Final showcase of tiny homes	Ongoing
Specialist Class: Music	<u>Pentatonic Percussion</u> <i>Students will:</i> <ul style="list-style-type: none"> Build confidence and foster a love of music Define and demonstrate rhythms using crotchets, quavers, minims, rests and semiquavers Recognise and identity rhythms they hear Create new compositions using pitch and rhythm patterns Develop and demonstrate the pentatonic scale through singing and playing xylophones Describe and discuss how they used elements, such as pitch, rhythm and dynamics. 	Performance and participation checklist	Week 7 / 8
LOTE	<u>Chinese Festivals and Customs</u> <i>Students will:</i> <ul style="list-style-type: none"> Understand some Chinese New Year customs Express a Chinese New Year greeting and sing a Chinese New Year song Greet people in a culturally appropriate way Recognise numbers, zodiac animals and Chinese characters 	Performance and participation checklist	Ongoing