

Key Learning Areas – Overview of Expected Outcomes		Assessment Items	Assessment Date (This time may vary)
English	<p><b><u>'A Picture Paints 1 000 words'</u></b> (Novel Study: Kumiko &amp; the Dragon)</p> <p>Students listen to, read and study an imaginative text from set in Japan. They will analyse complex texts (information texts, interviews, videos and fantasy texts) to develop a range of supporting knowledge and vocabulary about Japanese life &amp; culture.</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>Consolidate</i> their phonic knowledge to read and write increasingly challenging texts</li> <li>• <i>Read</i> and understand dialogue in texts. <i>Discuss</i> how dialogue is used to reveal more about characters feelings</li> <li>• <i>Analyse</i> author's use of descriptive language, similes and other language devices used to create mood, setting and characters' point of view</li> <li>• <i>Study</i> mentor sentences from texts and mimic them to improve their own writing</li> <li>• <i>Find</i> clues and evidence within the words of a text when answering comprehension questions</li> <li>• <i>Write</i> the ending of a chapter book from the view point of a main character</li> <li>• <i>Use</i> emerging - text structure; first person perspective, present tense verbs               <ul style="list-style-type: none"> <li>- complex sentence structures; dependent clauses, conjunctions and punctuation</li> <li>- language features; precise and vivid language, i.e. noun groups, similes, varied vocabulary.</li> </ul> </li> </ul>	<p><b>Item 1:</b> Narrative Study: Reading Comprehension Task</p> <p><b>Item 2:</b> Narrative Study: Final Chapter Writing Task</p> <p><b>Item 3:</b> Oral Presentation: Kids Bizz</p>	<p>Week 7</p> <p>Weeks 8 – 9</p> <p>Each student scheduled individually by class teacher</p>
Mathematics	<p><b><u>Pattern, Multiplication &amp; Location</u></b></p> <p>Students consolidate their knowledge of place value and numbers to 10 000. They use materials to model multiplication facts (2x, 10x, 5x, 3x), learn their related division facts and finally memorise them for rapid, automatic recall. Students interpret simple grid maps to show position and pathways and will interpret data displayed in tables and graphs.</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>Locate and order</i> numbers to at least 10 000 on number lines.</li> <li>• <i>Model (arrays) and name</i> mental strategies for multiplying numbers to 10:               <ul style="list-style-type: none"> <li>2x = double</li> <li>10x = place value column shift (100x = two column shift, 1000x = three column shift)</li> <li>5x = half of 10x (or halve then multiply by 10 which may be simpler)</li> <li>3x = double + itself again</li> </ul> </li> <li>• <i>Solve</i> mental division questions, i.e. <math>15 \div 3 = ? \rightarrow</math> Think '3 groups of what number equals 15?'</li> <li>• <i>Add and subtract</i> using multiples of 10, i.e. <math>800 + ? = 1\ 000</math></li> <li>• <i>Give</i> directions to a location using mathematical language and grid references (x axis, y axis)</li> <li>• <i>Gather, organise, present, interpret and compare</i> data using tables and graphs.</li> </ul>	<p>Test: Pattern, Multiplication &amp; Location</p>	<p>Week 8</p>
Science	<p><b><u>Biological Science: Feathers &amp; Fur</u></b></p> <p>Students explore local environments to investigate categories of: living things, non-living things &amp; once living things.</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>Explore</i> features of living things and ways they can be grouped together</li> <li>• <i>Investigate</i> how living things can be distinguished as non-living and once-living</li> <li>• <i>Examine</i> the animal groups in the leaf litter around the school as well as on their excursion to Currumbin Wildlife Sanctuary.</li> </ul>	<p><b>Item 1:</b> Living, non-living, once living Picture Sort</p> <p><b>Item 2:</b> Animal Groups Field Investigation</p>	<p>Weeks 8-9</p>

Geography	<p><b><u>Near &amp; Far: Australia &amp; Neighbouring Countries</u></b> Students investigate what are where are important places and features in Australia. They explore why certain places are significant to groups of people including Aboriginal and Torres Strait Islanders.</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Represent Australia as states and territories, and identify major natural and human features</li> <li>• Locate Australia’s neighbouring countries and identify how they are similar to or different from Australia</li> <li>• Understand why places are important and how different groups of people feel about these places</li> <li>• Be introduced to mapping conventions which will be assessed in term 4.</li> </ul>	Monitoring Task Only: Mapping	Ongoing
Specialist Class: Physical Education	<p><b><u>Eyes on the Ball</u></b> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Participate in a variety of games and skills associated with striking sports.</li> </ul>	Observation checklists	Ongoing
Specialist Class: Health	<p><b><u>Healthy Futures</u></b> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Explore the concept of sustainable practice and the ways that they can contribute to the sustainability of the environment in their home, classroom and school</li> <li>• Make connections between sustainability and personal health.</li> </ul>	Classroom observations only	For reporting purposes, only an effort mark will be awarded
Specialist Classes: Visual Arts / Digi-Tech	<p><b><u>Art and Design from the Pacific: Creating a Vintage Hawaiian Poster and Recreating ‘The Great Wave of Kanagawa’</u></b> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Draw realistic human body proportions</li> <li>• Explore cultural influences and traditional artwork from Hawaii and Japanese artist, Hokusai</li> <li>• Differentiate between graphic art, which is used in printing and mass reproduction, and fine art, which focuses on originality</li> <li>• Create artworks which will demonstrate fundamental principles of design and colour theory, using a variety of mediums and techniques</li> <li>• Be encouraged to view the world through various cultural lenses and express their own ideas as an artist and as an audience.</li> </ul>	Performance and participation checklist	Weeks 5 and 10
Over the course of this semester, classes will participate in both Visual Arts & Digital Technology specialist classes.	<p><b><u>Digi-Tech: ‘Let’s MAKE a game’</u></b> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Learn to code using the basic programming language of ‘Scratch’</li> <li>• Write code to create simple video games</li> <li>• Innovate upon existing basic games</li> <li>• Create their own design elements using graphic tools.</li> </ul>	Create a game for the students in our class to play	Weeks 7-9
Specialist Class: ICT	<p><b><u>‘Friend-ology’</u></b> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Explore a range of ICT programs through their participation in the “Friend-ology” friendship and well-being program.</li> </ul>	Not applicable	Not applicable