

Key Learning Areas – Overview of Expected Outcomes		Assessment Items	Assessment Date (This time may vary)
English	<p><u>Words have Power – Picture This!</u></p> <p>Students listen to, read and adapt a variety of poems. They analyse texts by exploring the purpose and audience of poems, and discover how language features, imagery and poetic devices are used in poetry.</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • <i>fluently decode a range of increasingly complex texts</i> • <i>discuss</i> how authors deliberately use language to influence mood, evoke feeling and create imagery for the reader • <i>explore</i> various poetic devices, such as onomatopoeia, alliteration and rhyme and discover how these are used to enhance meaning of a poem and shape the reader's reaction • <i>identify</i> the mood, language features and structural components of poems • <i>identify</i> literal and implied meaning within poetry and explain their interpretation of descriptive language used in focus poems • <i>plan, draft, revise, edit</i> and <i>publish</i> their own poem using poetic devices (rhythm, rhyming pattern, onomatopoeia, alliteration, descriptive language and stanzas). 	<p>Item 1: Poetry Comprehension Task</p> <p>Item 2: Extended Writing: Adaptation of a sensory poem</p>	<p>Weeks 6 - 7</p> <p>Weeks 6 - 8</p>
Mathematics	<p><u>Operations, Fractions & Measurement</u></p> <p>Students will develop knowledge and understanding of number and place value (focusing on consolidation of number facts addition and subtraction/multiplication and division facts) and units of measurement. They will apply their understanding to a range of problem-solving situations.</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • <i>add</i> and <i>subtract</i> 3 and 4-digit numbers • <i>automatically recall</i> 1s, 2s, 3s, 5s and 10s multiplication facts and related division facts • <i>visually represent</i> and <i>compare</i> familiar fractions of collections and objects (1/2, 1/4, 1/3, 1/5) • <i>measure, order</i> and <i>compare</i> objects using familiar metric units of length, mass and capacity • <i>tell time</i> to the minute (digital and analogue) • <i>identify</i> every day events that involve chance and explore the language of chance 	<p>Short Answer Test: Multiplication, Fractions and Measurement</p>	<p>Week 7</p>
Science	<p><u>What's the Matter?</u></p> <p>Students investigate how solids and liquids respond to changes in temperature (e.g. water changing to ice, or melting chocolate). They will observe the properties of liquids and solids and describe criteria to categorise an object as a solid or a liquid. They will also explore how changes between states is used in the process to recycle materials.</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • <i>make</i> predictions, observe and record the results of a variety of hands-on experiments • learn how to <i>identify</i> an object as a solid or a liquid, based on their properties • <i>investigate</i> various materials that may change state with the addition or removal of heat • <i>explore</i> changes of state that occur in the environment (e.g. glaciers) • <i>investigate</i> how changes in states of matter can help us recycle materials (e.g. plastic). 	<p>Knowledge Test: Solids and Liquids</p>	<p>Weeks 7 - 8</p>

Geography	<u>Gold Coast – Local Geography</u> <i>Students will be able to:</i> <ul style="list-style-type: none"> • <i>understand</i> the main features of their local geography (Gold Coast) • <i>explore</i> the diversity of people who live and visit the Gold Coast and also understand people’s perceptions of the area • <i>use</i> of mapping and cartographic conventions (border, source, scale, legend, title and north point) to create maps. 	Learning Activity: Drawing a map	Weeks 5 - 8
Health and Wellbeing	<u>Respectful Relationships</u> <i>Students will:</i> <ul style="list-style-type: none"> • <i>describe</i> and <i>apply</i> strategies that can be used in situations that make them feel uncomfortable or unsafe • <i>identify</i> and <i>practise</i> strategies to promote health, safety and wellbeing • <i>learn</i> how to communicate respectfully with friends to resolve conflict and challenging issues in friendships • <i>identify</i> why friendships change over time and investigate strategies to assist in establishing and maintaining respectful friendships 	Ongoing observations	For reporting purposes, only an effort mark will be awarded
Visual Art	<u>Art and Design from the Pacific: Creating a Vintage Hawaiian Poster and Recreating ‘The Great Wave of Kanagawa’</u> <i>Students will:</i> <ul style="list-style-type: none"> • <i>explore</i> cultural influences and traditional artwork from Hawaii and Japan • <i>differentiate</i> between graphic art, which is used in printing and mass reproduction, and fine art, which focuses on originality • <i>create</i> artworks which demonstrate principles of design and colour theory, using a variety of mediums and techniques • <i>view</i> the world through various cultural lenses and express their own ideas as an artist and as an audience 	Portfolio of Work	Weeks 8 - 9
Physical Education	<u>Game Invaders</u> <i>Students will:</i> <ul style="list-style-type: none"> • <i>participate</i> in a variety of invasion games that focus on spatial awareness and teamwork. 	Observation Checklist	Ongoing
L.O.T.E.	<u>Raining Cats & Dogs</u> <i>Students will:</i> <ul style="list-style-type: none"> • <i>describe</i> the weather conditions and temperatures in different countries • <i>ask</i> and <i>respond</i> to questions about weather • <i>name</i> the days of the week • <i>name</i> the four seasons and describe the weather in each season 	Assessment Checklist	Ongoing
Music	<u>Music Makers</u> <i>Students will:</i> <ul style="list-style-type: none"> • <i>continue</i> to gain confidence and a love of music whilst building on their music learning from Term 2 • <i>define</i> and <i>demonstrate</i> rhythms using crotchets, quavers, minims, rests and semiquavers • <i>develop</i> and <i>demonstrate</i> the pentatonic scale through singing (do re mi sol la) and playing different folk songs on the chime bars • <i>develop</i> deeper understanding of pitch and rhythm through games, as well as develop an understanding of form, especially with regards to rhyming structures in song. 	Performance	Ongoing