

Key Learning Areas – Overview of Expected Outcomes		Assessment Items	Assessment Date (This time may vary)
English	<p><u>Words have Power – Analysing Poetry</u></p> <p>Students listen to, read and adapt a variety of poems as they explore the big question ‘How can authors communicate so much with only words?’ They will look into the works of some famous Australian and Japanese poets to analyse how word choices can create visual and sensory images in the mind of an audiences. Students will mimic these styles as they write and orally present poems of their own.</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> 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: Poetry Writing folio</p>	<p>Weeks 7 - 8</p> <p>Ongoing throughout the term</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 8</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	<p><u>Gold Coast – Local Geography</u></p> <p><i>Students will be able to:</i></p> <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 of</i> mapping and cartographic conventions (border, source, scale, legend, title and north point) to create maps. 	Learning Activity: Drawing a map	Weeks 5 - 8
Specialist Class: Physical Education	<p><u>Game Invaders</u></p> <p><i>Students will:</i></p> <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
Specialist Class: Health	<p><u>Respectful Relationships</u></p> <p><i>Students will:</i></p> <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
Specialist Classes: Visual Arts / Digi-Tech	<p><u>Art and Design from the Pacific: Creating a Vintage Hawaiian Poster and Recreating ‘The Great Wave of Kanagawa’</u></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Draw</i> realistic human body proportions • <i>Explore</i> cultural influences and traditional artwork from Hawaii and Japanese artist, Hokusai • <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 will demonstrate fundamental principles of design and colour theory, using a variety of mediums and techniques • <i>Be</i> encouraged to view the world through various cultural lenses and express their own ideas as an artist and as an audience. 	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><u>Digi-Tech: ‘Let’s MAKE a game’</u></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Learn</i> to code using the basic programming language of ‘Scratch’ • <i>Write</i> code to create simple video games • <i>Innovate</i> upon existing basic games • <i>Create</i> their own design elements using graphic tools. 	Create a game for the students in our class to play	Weeks 7-9
Specialist Class: ICT	<p><u>‘Friend-ology’</u></p> <p><i>Students will:</i></p> <p><i>Explore</i> a range of ICT programs through their participation in the “Friend-ology” friendship and well-being program.</p>	Not applicable	Not applicable