

Key Learning Areas – Overview of Expected Outcomes		Assessment Items	Assessment Date (This time may vary)
English	<p><u>What Was It Like to Be a Child Before 1788?; Australia & England</u> To explore our big question, students <i>watch, listen to, read and analyse</i> a variety of authentic & complex texts including information texts, interviews, oral texts and historical and literary recounts written from different people's perspectives.</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Understand</i> that historical narratives have a specific text structure and language features • <i>Understand</i> how language and vocabulary has changed over time and can reflect different people's perspectives • <i>Write</i> increasingly sophisticated sentences, drawing on a range of explicit skills • <i>Write</i> a fictional recount that draws on historically accurate information. Transport an audience to the time and place of the First Fleet's journey or First Nations' Peoples' contact with British settlers in Australia. 	<p>Item 1: Comprehending historical texts</p> <p>Item 2: Writing a historical narrative</p>	<p>Week 8 - 9</p> <p>Week 8 - 9</p>
Mathematics	<p><u>Number, Place Value and Measurement</u> <i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Represent</i> numbers to 10 000, <i>partitioning</i> and <i>comparing</i> large numbers • <i>Recall</i> multiplication tables (Include revision of Year 3 – 2s, 5s, 10s, 3s) • <i>Use</i> mental strategies for addition and subtraction (jump, split, compensation) calculations • <i>Use</i> strategies for unfamiliar multiplication and division tasks (double, double/double, double + 1 group) • <i>Use</i> mental strategies for addition and subtraction (jump, split, compensation) calculations • <i>Continue</i> patterns (including 3, 4, 6, 7, 8, 9) • <i>Measure</i> length. 	<p>Test: Number, Place Value & Measurement</p>	<p>Week 9</p>
Science	<p><u>Properties Matter – Material Use</u> <i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Explore</i> various properties of a range of different processed and natural materials • <i>Conduct</i> scientific experiments to identify, hypothesise and analyse properties such as durability, strength, water resistance and conductivity • <i>Explore</i> concepts such as biodegradability, recycling and the purposes for using or not using particular materials. 	<p>Test: Knowledge: Observations from course work</p>	<p>Week 9 - 10</p>
History	<p><u>Indigenous Life Pre-1788</u> <i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Describe</i> the diversity of First Nations Australians, their social organisation and their continuous connection to Country/Place • <i>Investigate</i> how First Nations Australians adapted sustainable ways of living, and how this knowledge can be taught through stories and songs, reflecting on their inherent, custodial responsibilities <p><u>British Life Pre-1788</u> <i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Examine</i> the political, social and economic reasons why the British decided to establish a convict settlement in New South Wales • <i>Investigate</i> the experiences of those who travelled with the First Fleet to establish the first British colony in Australia in 1788 	<p>Test: Knowledge: First Fleet & First Peoples</p>	<p>End of semester</p>

Health and Wellbeing	<p><u>Smiling Minds Unit</u> <i>Students will:</i></p> <ul style="list-style-type: none"> • Explore roles and responsibilities within respectful friendships • Examine the benefits of positive social interactions and how to communicate effectively with friends • Investigate strategies for managing changes and resolving conflict in friendships. 	<p>Ongoing observations and Wellbeing Journal</p>	<p>For reporting purposes, only an effort mark will be awarded</p>
Physical Education	<p><u>Cardio Fun</u> <i>Students will:</i></p> <ul style="list-style-type: none"> • Participate in a variety of games designed to enhance overall fitness and improve cardiovascular endurance. 	<p>Item 1: Observation checklist Beep Test Results</p> <p>Item 2: Results in the Cross Country Carnival</p>	<p>Ongoing</p>
LOTE	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Learn how to introduce themselves to others and sustain a brief conversation in Chinese • Learn songs related to friendship in Chinese. 	<p>Item 1: Oral assessment</p>	<p>Weeks 6-9</p>
<p>Visual Art / Digital Technologies</p> <p><i>Over the course of this semester, classes will participate in both Visual Art & Digital Tech specialist classes.</i></p>	<p><u>Visual Art: Take Me on a Creative Adventure!</u> <i>Students will:</i></p> <ul style="list-style-type: none"> • Create a portfolio of four artworks that will integrate “Making and Responding” to Art. This will be a record of each student’s artistic journey • Be inspired by the artworks of Eloise Renouf, Pablo Picasso and Henri Matisse • Implement the Elements of Design in all artworks: line, shape, colour and value. 	<p>Portfolio of work</p>	<p>Ongoing</p>
	<p><u>‘Cybersafety is not all fun and games!’</u> <i>Students will:</i></p> <ul style="list-style-type: none"> • Investigate Cybersafety and games that teach us how to be safe in online environments • Develop their visual programming skills using ‘Scratch’ software • Create an interactive game or story themed around ‘Cybersafety’ • Use Makey Makey to create a game panel to operate and interact with the game. 	<p>Scratch Quiz</p>	<p>Ongoing – completion by end of Week 9</p>
ICT	<p><u>Positive behaviours offline & online</u> <i>Students will:</i></p> <ul style="list-style-type: none"> • Identify ways that positive learning behaviours enhance our learning experiences within the classroom & online. 	<p>N/A – participation only</p>	