

Key Learning Areas – Overview of Expected Outcomes		Assessment Items	Assessment Date (This time may vary)
English	<p><b><u>What Was It Like to Be a Child Before 1788?: Australia &amp; England</u></b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>Watch, listen to, read and analyse</i> a variety of information texts, interviews, oral texts and historical recounts written from different people's perspectives.</li> <li>• <i>Understand</i> that historical narratives have a specific text structure and language features</li> <li>• <i>Understand</i> how language and vocabulary has changed over time and can reflect different people's perspectives</li> <li>• <i>Write</i> increasingly sophisticated sentences, drawing on a range of explicit skills</li> <li>• <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.</li> </ul>	<p><b>Reading:</b> Comprehend historical texts</p> <p><b>Writing:</b> Write a historical narrative</p>	<p>Week 8 - 9</p> <p>Week 8 - 9</p>
Mathematics	<p><b><u>Number, Place Value and Measurement</u></b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>Recall</i> all addition facts (learning sequence: +0, +1, bonds to 10, doubles, +10, +2, doubles +1/+2, +9, +8, gaps)</li> <li>• <i>Recall</i> all multiplication facts (learning sequence: x1, doubles, x0, x10, x5, x3, x4, squares, x9, remaining gaps)</li> <li>• One-step &amp; two-step problem solving using four operations (addition + subtraction, multiplication + division)</li> <li>• <i>Create &amp; interpret</i> grid references on a map</li> <li>• <i>Identify</i> line symmetry, rotational symmetry and <i>create</i> symmetrical patterns</li> <li>• <i>Create</i> bar graphs and picture graphs to <i>display</i> and <i>interpret</i> survey data</li> <li>• <i>Measure</i> length and temperature using scaled instruments</li> <li>• <i>Measure &amp; classify</i> a set of angles according to their size (e.g., acute, right, obtuse, straight, reflex).</li> </ul>	<p><b>Investigation:</b> Create surveys and graphs to investigate the choices of a large group</p> <p><b>Learning Task:</b> Identify symmetry &amp; using grid references</p>	<p>Week 5 - 6</p> <p>Week 9</p>
Science	<p><b><u>Properties Matter – Material Use</u></b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>Explore</i> various properties of a range of different processed and natural materials</li> <li>• <i>Conduct</i> scientific experiments to identify, hypothesise and analyse properties such as durability, strength, water resistance and conductivity</li> <li>• <i>Explore</i> concepts such as biodegradability, recycling and the purposes for using or not using particular materials.</li> </ul>	<p><b>Guided Scientific Investigation:</b> Investigate Insulation</p>	<p>Week 7 – 8</p>
History	<p><b><u>Indigenous Life Pre-1788</u></b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>Describe</i> the diversity of First Nations Australians, their social organisation and their continuous connection to Country/Place</li> <li>• <i>Investigate</i> how <i>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</i></li> </ul> <p><b><u>British Life Pre-1788</u></b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>Examine</i> the political, social and economic reasons why the British decided to establish a convict settlement in New South Wales</li> <li>• <i>Investigate</i> the experiences of those who travelled with the First Fleet to establish the first British colony in Australia in 1788</li> </ul>	<p><b>Knowledge Test:</b> Australia's First Peoples &amp; The First Fleet</p>	<p>End of semester</p>

Wellbeing 'Connect'	<p><b><u>Self-Awareness</u></b> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>Explain</i> influences on personal qualities and strengths and how these contribute to personal growth</li> <li>• <i>Explain</i> the influence that their own behaviour has on the emotional responses of others</li> <li>• <i>Celebrate</i> key awareness days, such as Safer Internet Day and Harmony Day, reflecting on the importance of safety in the digital world and the celebration of diversity, respect, and inclusion in our community.</li> </ul>	Ongoing observations	Ongoing
Health & Physical Education	<p><b><u>Cardio Fun</u></b> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>Participate</i> in a variety of games designed to enhance overall fitness and improve cardiovascular endurance.</li> <li>• Investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts</li> <li>• Plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience, such as the changes associated with puberty</li> <li>• Explain how and why emotional responses can vary and practise strategies to manage their emotions</li> </ul>	<p><b>Item 1:</b> Body responses to circuit training</p> <p><b>Item 2:</b> Create a short profile on an Australian sportsperson they admire</p>	<p>Ongoing</p> <p>Week 7</p>
LOTE	<p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>Learn</i> how to introduce themselves to others and sustain a brief conversation in Chinese</li> <li>• <i>Learn</i> songs related to friendship in Chinese.</li> </ul>	Oral assessment	Weeks 6 - 9
Visual / Media Arts	<p><b><u>Heroes and Villains: Western vs. Eastern Comic Book Art</u></b> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>Explore</i> the styles &amp; principals of comic book character design (Western and Eastern) to depict heroes/villains to engage audiences &amp; tell stories</li> <li>• <i>Identify</i> film languages used within new &amp; emerging visual media to construct representations &amp; convey meaning.</li> <li>• <i>Create</i> an expressive self-portrait in Manga comic book style</li> <li>• <i>Use</i> a digital tool (Captcha) to <i>develop</i> a short storyboard in Manga, that communicates a clear narrative.</li> </ul>	Self-portrait as a 'hero' or 'villain' & written artist statement	Ongoing
Music	<p><b><u>Australian Ukes</u></b> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Build confidence and foster a love of music</li> <li>• Develop and demonstrate pitch, through exploring chords on the ukulele and singing songs from Australia</li> <li>• Make decisions about and take on different roles in group performances, by singing and playing different instruments in an ensemble</li> <li>• Interpret and discuss meaning of songs and lyrics from different Australian contexts</li> <li>• Continue to develop and demonstrate rhythm skills.</li> </ul>	<p>Skills test –ukulele chords</p> <p>Creating and reading rhythms</p> <p>Group arrangement and performance – Waltzing Matilda</p>	<p>Weeks 5 - 6</p> <p>Weeks 7 - 8</p> <p>Weeks 8 - 9</p>