

Key Learning Areas – Overview of Expected Outcomes		Assessment Items	Assessment Date (May vary)
English	<p><b><u>Write like an Expert</u></b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>Read</i> and view a variety of informative texts throughout English and Science subjects</li> <li>• <i>Develop</i> skills to comprehend texts: referring to the text for evidence, making inferences and summarising using subheadings, images and text</li> <li>• <i>Write</i> and <i>revise</i> a range of sophisticated sentence structures, including complex sentences that add detail using conjunctions or appositives</li> <li>• <i>Analyse and mimic</i> how authors use subheadings, images and subject specific language for the purpose of informing an audience</li> <li>• <i>Build</i> a paragraph using a sophisticated topic sentence, supporting details x2/3 and a non-repetitive concluding sentence</li> <li>• <i>Compose</i> and <i>revise</i> a collection of information reports that sequence deliberately constructed paragraphs</li> <li>• <i>Rehearse and orally present</i> their work to familiar audiences.</li> </ul>	<p>Information report comprehension task</p> <p>Written information report</p> <p>Oral presentation</p>	<p>Weeks 7</p> <p>Weeks 8-9</p> <p>Weeks 8-9</p>
Mathematics	<p><b><u>Number, Decimals and Money</u></b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>Investigate</i> and use the properties of odd and even numbers</li> <li>• <i>Recall</i> multiplication facts up to <math>10 \times 10</math> and related division facts</li> <li>• <i>Develop</i> efficient mental and written strategies, and use digital technologies, for multiplication and for division where there is no remainder</li> <li>• <i>Count</i> by quarters, halves and thirds, up to and beyond one whole. <i>Locate</i> and <i>represent</i> these fractions on a number line</li> <li>• <i>Recognise</i> that the place value system can be extended to tenths and hundredths</li> <li>• <i>Solve</i> problems involving purchases and the calculation of change to the nearest five cents (decimal numbers).</li> </ul>	<p>Operations &amp; fractions test</p>	<p>Week 8</p>
Science	<p><b><u>Ecosystems: Friend or Foe?</u></b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>Describe</i> how living and non-living things are essential elements of an ecosystem</li> <li>• <i>Describe</i> the roles of living things in a habitat, for instance producers, consumers or decomposers</li> <li>• <i>Describe</i> food chains and food webs in a balanced ecosystem</li> <li>• <i>Predict</i> the effects of when living things in feeding relationships are removed or die out in an area</li> </ul>	<p>Eco-systems knowledge test</p> <p>Experiment Portfolio</p>	<p>Weeks 7-8</p>
History	<p><b><u>First Contacts</u></b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>Investigate</i> contacts between First Nations Australians and people from different continents (Asia and Europe); including the sharing of trade, ideas and technologies</li> <li>• <i>Explore</i> early contact of First Nations Australians with the British, including significant individuals such as Pemulwuy and Bennelong, and consider the differing perspectives of the interactions between Europeans and First Nations Australians</li> <li>• <i>Develop</i> research skills and use an inquiry approach to investigate and generate informed perspectives about the impacts of first contacts and the significant changes that occurred for the Eora peoples after colonisation</li> </ul>	<p>Guided research folio: questioning and research skills</p>	<p>Weeks 6-7</p>

<b>Specialist Class:</b> Physical Education	<b><u>Taking on the Track</u></b> <i>Students will:</i> <ul style="list-style-type: none"> <li>Develop specialised movement skills to enhance their performance in Track and Field events in preparation for the Athletics Carnival.</li> </ul>	Observation checklists  Performance and place results in Track and Field Carnival	Ongoing
<b>Specialist Class:</b> LOTE	<b><u>Sports</u></b> <i>Students will:</i> <ul style="list-style-type: none"> <li>Learn vocabulary for sports</li> <li>Use simple sentence structures to indicate some sports they like and dislike, and can and can't play.</li> <li>Discuss and learn about popular Chinese sports.</li> </ul>	Observation checklists  Performance and place results in Track and Field Carnival	Ongoing
<b>Specialist Classes:</b> Visual Art / Digital Technologies  <i>Over the course of this semester, classes will participate in both Music &amp; Drama specialist classes.</i>	<b><u>Visual Art: Take Me on a Creative Adventure!</u></b> <i>Students will:</i> <ul style="list-style-type: none"> <li>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</li> <li>Be inspired by the artworks of Eloise Renouf, Pablo Picasso and Henri Matisse</li> <li>Implement the Elements of Design in all artworks: line, shape, colour and value.</li> </ul>	Portfolio of work	Ongoing
	<b><u>'Cybersafety is not all fun and games!'</u></b> <i>Students will:</i> <ul style="list-style-type: none"> <li>Investigate Cybersafety and games that teach us how to be safe in online environments</li> <li>Develop their visual programming skills using 'Scratch' software</li> <li>Create an interactive game or story themed around 'Cybersafety'</li> <li>Use Makey Makey to create a game panel to operate and interact with the game.</li> </ul>	Scratch Quiz	Ongoing – completion by end of Week 9
<b>Specialist Class:</b> ICT	<b><u>'Friend-ology'</u></b> <i>Students will:</i> <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

<b>Specialist Class:</b> <b>Digital Technologies</b>	<p><b><u>'Cyber-safety is not all fun and games!'</u></b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>Investigate</i> Cyber-safety and games that teach us how to be safe in online environments</li> <li>• <i>Develop</i> their visual programming skills using 'Scratch' software</li> <li>• <i>Create</i> an interactive game or story themed around 'Cyber-safety'.</li> </ul>	Scratch quiz	Ongoing
<b>Specialist Class:</b> <b>Physical Education</b>	<p><b><u>Taking on the Track</u></b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>Students</i> will develop specialised movement skills to enhance their performance in Track and Field events in preparation for the Athletics Carnival.</li> </ul>	Observation checklists  Performance in track and field carnival	Ongoing
<b>Specialist Class:</b> <b>L.O.T.E.</b>	<p><b><u>Sports</u></b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>Learn</i> vocabulary for sports</li> <li>• <i>Use</i> simple sentence structures to indicate some sports they like and dislike, and can and can't play</li> <li>• <i>Discuss</i> and <i>learn</i> about popular Chinese sports.</li> </ul>	Listening and reading task	Weeks 7-9