

Key Learning Areas – Overview of Expected Outcomes		Assessment Items	Assessment Date (May vary)
English	<p><u>Write like an Expert</u></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Read</i> and view a variety of informative texts throughout English and Science subjects • <i>Develop</i> skills to comprehend texts: referring to the text for evidence, making inferences and summarising using subheadings, images and text • <i>Write</i> and <i>revise</i> sophisticated sentence structures, including complex sentences that add detail using conjunctions or appositives • <i>Analyse and mimic</i> how authors use subheadings, images and subject specific language for the purpose of informing an audience • <i>Build a</i> paragraph using a sophisticated topic sentence, 2/3 supporting details and a non-repetitive concluding sentence • <i>Compose</i> and <i>revise</i> a collection of information reports that sequence deliberately constructed paragraphs • <i>Rehearse and orally present</i> their work to familiar audiences. 	<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><u>Number, Time, Problem Solving & Decimals</u></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Recall</i> multiplication facts up to 10×10 and related division facts • <i>Develop</i> efficient mental and written strategies, and use digital technologies, for multiplication and for division where there is no remainder • <i>Use</i> estimation and rounding to check and explain if calculations are reasonable / unreasonable • <i>Identify and explain</i> why numbers are odd or even • <i>Read</i> analogue clocks that show time to the minute • <i>Convert</i> between units of time to solve problems involving duration • <i>Recognise</i> decimal numbers to tenths and hundredths. 	<p>Operations & mathematical modelling task</p> <p>Time & Duration</p>	<p>Week 7</p> <p>Week 9</p>
Science	<p><u>Ecosystems: Friend or Foe?</u></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Describe</i> how living and non-living things are essential elements of an ecosystem • <i>Describe</i> the roles of living things in a habitat, for instance producers, consumers or decomposers • <i>Describe</i> food chains and food webs in a balanced ecosystem • <i>Predict</i> the effects of when living things in feeding relationships are removed or die out in an area 	<p>Eco-systems knowledge test</p> <p>Experiment Portfolio</p>	<p>Weeks 7-8</p>
History	<p><u>First Contacts</u></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Investigate</i> contacts between First Nations Australians and people from different continents (Asia and Europe); including the sharing of trade, ideas and technologies • <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 • <i>Develop</i> research skills; 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 	<p>Guided research folio: questioning and research skills</p>	<p>Weeks 6-7</p>

Wellbeing 'Connect'	<u>Self-Management</u> Students will: <ul style="list-style-type: none"> • <i>Manage</i> and <i>moderate</i> emotions in familiar contexts, using provided strategies • <i>Demonstrate</i> perseverance when faced with challenges, adapting approaches based on successes, and learning from setbacks and failure • Life Education Health Module: bCyberwise 	N/A	
Specialist Class: Health & Physical Education	<u>Taking on the Track</u> Students will: <ul style="list-style-type: none"> • <i>Develop</i> specialised movement skills to enhance their performance in Track and Field events in preparation for the Athletics Carnival. 	Observation checklists Performance in Track and Field Carnival	Ongoing
Specialist Class: LOTE	<u>Sports</u> Students will: <ul style="list-style-type: none"> • Learn vocabulary for sports • Use simple sentence structures to indicate some sports they like and dislike, and can and can't play. • Discuss and learn about popular Chinese sports. 	Test	Weeks 7 - 9
Specialist Class: Visual / Media Arts	<u>Heroes and Villains: Western vs. Eastern Comic Book Art</u> Students will: <ul style="list-style-type: none"> • <i>Explore</i> the styles & principals of comic book character design (Western and Eastern) to depict heroes/villains to engage audiences & tell stories • <i>Identify</i> film languages used within new & emerging visual media to construct representations & convey meaning. • <i>Create</i> an expressive self-portrait in Manga comic book style • <i>Use</i> a digital tool (Captcha) to <i>develop</i> a short storyboard in Manga, that communicates a clear narrative. 	6 – 10 frame story-board	Ongoing
Specialist Class: Music	<u>Australian Ukes</u> Students will: <ul style="list-style-type: none"> • Build confidence and foster a love of music • Develop and demonstrate pitch, through exploring chords on the ukulele and singing songs from Australia • Make decisions about and take on different roles in group performances, by singing and playing different instruments in an ensemble • Interpret and discuss meaning of songs and lyrics from different Australian contexts • Continue to develop and demonstrate rhythm skills. 	Skills test –ukulele chords Creating and reading rhythms Group arrangement and performance	Weeks 5 - 6 Weeks 7 - 8 Weeks 8 - 9