

Key Learning Areas – Overview of Expected Outcomes		Assessment Items	Assessment Date (This time may vary)
English	<p><b><u>Persuade Me!</u></b> Students recognise and analyse characteristic ideas and persuasive techniques including language features and devices, audio effects and visual composition in advertisements and their impact on the target audience. Students use appropriate metalanguage to describe the effects of persuasive techniques used on a product and report these to peers. They create and deliver persuasive oral arguments to an audience.</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• <i>fluently decode</i> a range of increasingly complex texts</li> <li>• <i>understand</i> how language features, images and vocabulary are used by advertisers to persuade a target audience</li> <li>• <i>identify and explain</i> how language features, language devices and visual elements work together to create an effective advertisement</li> <li>• <i>compare</i> language features, language devices, images and visual elements of advertisements to express an opinion and preference</li> <li>• <i>create and present</i> a persuasive speech that persuades an audience of peers to buy a product.</li> </ul>	<p><b>Item 1:</b> Short answer test: Advertisement Analysis and Comprehension</p> <p><b>Item 2:</b> Extended response: Persuasive Speech</p>	<p>Week 6</p> <p>Weeks 6 - 8</p>
Mathematics	<p><b><u>Number and Algebra, Measurement and Geometry</u></b> Students develop knowledge and understanding of number and place value focussing on multiplication and division facts, simple algebraic equations, money and symmetry. They will apply their understanding to problem solving situations.</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• <i>recall</i> multiplication and related division facts using a range of mental and written strategies (fact families)</li> <li>• <i>solve</i> word problems involving all four operations</li> <li>• <i>represent, calculate and round</i> amounts of money required for purchases and change</li> <li>• <i>consolidate</i> fraction and decimal understanding</li> <li>• <i>compare and order</i> everyday events and identify dependent and independent events</li> <li>• <i>describe</i> angles and shapes</li> <li>• <i>create</i> symmetrical designs</li> <li>• <i>measure</i> area and volume.</li> </ul>	Short Answer Test	Week 7
Science	<p><b><u>Beneath our Feet: Erosion</u></b> Students explore natural processes and human activity that cause weathering and erosion of the Earth's surface. Students relate this to local areas and predict consequences of future occurrences and human activity.</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• <i>collect</i> evidence of change from local landforms, rocks or fossils</li> <li>• <i>explore</i> characteristics of soil and rocks</li> <li>• <i>investigate</i> local areas that have changed as a result of natural processes, such as an eroded gully, sand dunes or river bank (e.g. Uluru, Burleigh Beach)</li> <li>• <i>investigate</i> different human activities that cause erosion of the Earth's surface (farming, land development)</li> <li>• <i>understand</i> the consequences of erosion and how they can be controlled and prevented.</li> </ul>	Knowledge Test: Erosion and Weathering	Weeks 6 - 8

Geography	<p><b><u>Using Environments Sustainably</u></b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>recognise</i> the importance of the environment and its elements</li> <li>• <i>understand</i> that sustainable environments rely on the interdependence of healthy social, economic and ecological systems</li> <li>• <i>develop</i> geographical question to <i>investigate</i> and <i>locate, collect</i> and <i>sort</i> information / data</li> <li>• <i>propose</i> actions for a sustainable future that reflect values of care, respect and responsibility.</li> </ul>	Research Task	Week 6 - 8
Design and Technology	<p><b><u>Design, Develop &amp; Evaluate</u></b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>use a design, develop and evaluate</i> model to create a pinball machine</li> <li>• <i>reflect</i> and <i>re-evaluate</i> their designs to further improve their product and end result.</li> </ul>	Pinball - Design Challenge	Ongoing
Health and Wellbeing	<p><b><u>Respectful Relationships</u></b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>identify</i> personal strengths and select personal qualities that could be further developed</li> <li>• <i>identify</i> and explore the expression of emotions in social situations and the impact on self and others</li> <li>• <i>describe</i> factors that can positively influence relationships and personal wellbeing</li> <li>• <i>identify</i> and practise strategies to promote health, safety and wellbeing</li> </ul>	Classroom observations, Wellbeing Journal and participation	For reporting purposes, only an effort mark will be awarded
Drama	<p><b><u>Physical Theatre</u></b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>read</i> and <i>explore</i> either, The Quest by Aaron Becker, or What's your story? by Rose Giannone, through viewpoints</li> <li>• <i>explore</i> movement both literal and abstract</li> <li>• <i>explore</i> structural devices (unison, repetition, canon, accumulation and retrograde) and timing (tempo and duration)</li> <li>• <i>explore</i> language and vocal choices</li> <li>• <i>collaborate</i> both physical and vocal ideas within a group to convey a situation, role and relationships</li> <li>• work in small groups to <i>present</i> section(s) of the book (mood and focus) to their peers</li> <li>• <i>share</i> and <i>respond</i> to/evaluate their peers' work with class mates.</li> </ul>	Improvisation workshop/performance	Week 8 - 9
Physical Education	<p><b><u>Indigenous Games</u></b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>play, learn</i> and <i>understand</i> games and sports of different cultures including First Nations Peoples' games.</li> </ul>	Observation checklists	Ongoing
L.O.T.E.	<p><b><u>Getting Around</u></b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>build</i> on their knowledge of transportation to include destinations in their local community such as school, beach, park, shops, library, friend's house, restaurant, cinema etc.</li> <li>• <i>use</i> sentences to communicate where a person is going and how they will get there</li> <li>• <i>discuss</i> opportunities in our Gold Coast community to learn more about Chinese language and culture.</li> </ul>	Mini-book production	Week 7