

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. They create and present a persuasive speech to promote a product of their own choice, i.e., their cereal, their design technology product or other.</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</p> <p><b>Item 2:</b> Extended response: Persuasive oral presentation</p>	<p>Week 7 - 8</p> <p>Weeks 8 - 10</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	Week 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
Specialist Class: Wellbeing	<p><b><u>Netiquette &amp; Online Protocols</u></b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>examine</i> and interpret health information about cyber safety, cyberbullying and online protocols.</li> <li>• <i>describe</i> and <i>apply</i> strategies that can be used in online situations that make them feel uncomfortable or unsafe.</li> <li>• <i>explore</i> the importance of demonstrating respect and empathy in online relationships.</li> <li>• <i>reflect</i> on young people's use of digital technologies and online communities, and <i>identify</i> resources to support their safety.</li> </ul>	Classroom observations, Wellbeing Journal and participation	For reporting purposes, only an effort mark will be awarded
Specialist Class: 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
Specialist Class: L.O.T.E.	<p><b><u>Getting Around 2</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</li> <li>• <i>ask</i> others how they get to school and conduct surveys using other questions in Chinese</li> <li>• <i>discuss</i> how children get to school in different parts of the world and learn about transportation in China, from bicycles to fast trains.</li> </ul>	Checkpoints: - Listening - Reading - Writing	- week 3 - week 7 - weeks 8 - 9
Specialist Classes: Music & Drama	<p><b><u>Music: Australian Ukes</u></b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>Build</i> confidence and foster a love of music</li> <li>• <i>Develop</i> and <i>demonstrate</i> pitch, through exploring chords on the ukulele and singing songs from Australia</li> <li>• <i>Take</i> on different roles in group performances, by singing and playing different instruments in an ensemble</li> <li>• <i>Interpret and discuss</i> meaning of songs and lyrics from different Australian contexts</li> <li>• <i>Continue to develop and demonstrate</i> rhythm skills.</li> </ul> <p><b><u>Drama: Features of Physical Theatre</u></b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>Read</i> 'The Quest' by Aaron Becker &amp; 'What's your story?' by Rose Giannone, analysing the text through different characters' viewpoints</li> <li>• <i>Explore</i> spatial elements, movement, language and vocal choices for dramatization</li> <li>• <i>Explore</i> structural devices (unison, repetition, canon, accumulation and retrograde) and timing (tempo and duration)</li> <li>• <i>Work</i> in small groups to present section(s) of the book (mood and focus) to their peers.</li> </ul>	Skills test –ukulele chords	Week 4 - 5
Over the course of this semester, classes will participate in both Music & Drama specialist classes		Group arrangement and performance – Lime Juice Tub	Week 6 - 7
		Reading rhythms	Week 8
Specialist Class: ICT	<p><b><u>'Friend-ology'</u></b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>• <i>Explore</i> a range of ICT programs through their participation in the "Friend-ology" friendship and well-being program.</li> </ul>	Not applicable	Not applicable