

Key Learning Areas – Overview of Expected Outcomes		Assessment Items	Assessment Date (This time may vary)
English	<p>Power of Persuasion Students will listen to, read, view and interpret a range of text types connected across the Australian Curriculum. Students will apply effective strategies to read, discuss and write about these texts in order to develop their comprehension. They will write a persuasive text, and present their oral presentation to persuade an audience. Students will also revise narrative writing in the lead up to Naplan.</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Demonstrate</i> the ability to analyse why an author chooses certain language features, structure and themes to position the audience to think, feel or act. • <i>Create</i> a collection of written pieces throughout the term to demonstrate their use of structure, language features for effect. • <i>Plan</i>, draft, rehearse and <i>perform</i> an oral persuasive speech to an audience 	<p>Reading Comprehension Analysing a persuasive text</p> <p>Speaking and Writing Task Plan, draft, edit and present a persuasive speech on a chosen topic</p> <p>NAPLAN</p>	<p>Weeks 8</p> <p>Weeks 7-9</p> <p>Week 7/8</p>
Mathematics	<p>Number, Space and Statistics <i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Identify and revise</i> multiplication and division facts as well as explore mental computation strategies • <i>Compare and order</i> decimals greater than one • <i>Order and represent</i> fractions with the same or related denominators • <i>Explore</i> grid coordinates to locate and move positions using directional language • <i>Identify, perform and describe</i> the results of transformations and <i>identify</i> symmetries • <i>Collect, describe and interpret</i> different data sets represented in line graphs • <i>Plan, conduct and report</i> findings from statistical investigations that involve an increasing range of types of data 	<p>Maths Assessment Space Test</p> <p>Maths Assessment Statistical Investigation</p> <p>NAPLAN</p>	<p>Week 5</p> <p>Week 9-10</p> <p>Week 8</p>
Science	<p>Light Up the World In this unit, students will explore the world of Physical Science, in particular the properties of light. They will also develop key scientific inquiry skills to plan and conduct safe investigations and communicate their findings.</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Investigate</i> the properties of light and the formation of shadows. They will investigate reflection angles, how refraction affects our perceptions of an object’s location, how filters absorb light and affect how we perceive the colour of objects, and the relationship between light source distance and shadow height. • <i>Explore</i> light in everyday objects and devices, and consider how improved technology has changed devices and affected people’s lives • <i>Plan and conduct</i> investigations including making predictions, asking questions, representing data and communicating their findings 	<p>Science Assessment Test</p>	<p>Weeks 8</p>
HASS - Civics	<p>Democracy at Work in Australia Students will explore Australia’s democracy, voting rights, and civic responsibilities, including community participation and representation.</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Build</i> a foundational understanding of Australia’s democratic system and core values • <i>Investigate</i> and learn about the origins and importance of democracy, as well as the Australian citizenship pledge • <i>Create</i> own explanations of key democratic values • <i>Examine</i> the electoral process, the significance of voting and how it impacts society, including the evolution of voting rights and how the AEC supports voters in remote areas • <i>Explore</i> the responsibilities of voters and representatives • <i>Investigate</i> how people with shared beliefs work together for civic goals, with a focus on volunteering and community involvement. 	<p>Civics Assessment Test</p> <p>Civics Campaign</p>	<p>Week 6</p> <p>Week 8-10</p>
Health and Physical Education	<p>Physical Education - Endurance Power <i>Students will:</i></p> <ul style="list-style-type: none"> • <i>Build</i> stamina by playing long distance running games, which physically prepare them for the Cross Country Carnival. • <i>Develop</i> skills and attitudes to be successful team members. 	<p>Range of Measures:</p> <ul style="list-style-type: none"> • Observation checklists • Beep Test Results 	<p>Ongoing</p>

	<p>Health Education – Making Healthy Choices <i>Students will:</i></p> <ul style="list-style-type: none"> Investigate different sources and types of health information and how these apply to their own and others’ health choices Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities 	<ul style="list-style-type: none"> Cross Carnival Design a circuit to improve health related fitness Nutrition Test 	<p>Week 8</p>
<p>LOTE</p>	<p>Celebrations <i>Students will:</i></p> <ul style="list-style-type: none"> Learn about what and how Chinese people celebrate including common phrases used for celebrations Will be introduced to Chinese customs, traditions and symbolism Practise typing in Chinese 	<p>LOTE Assessment: Chinese greeting card design task</p> <p>Quiz</p>	<p>Week 5</p> <p>Week 10</p>
<p>Music</p>	<p>Carnival of the Animals <i>Students will:</i></p> <ul style="list-style-type: none"> Build confidence and foster a love of music Listen to and explore different pieces of music that represent animals Discover how composers have used and manipulated the elements of music to communicate these animals Use poetry, body percussion, ostinatos, the pentatonic scale and different instruments in <i>performances</i> Collaborate, make decisions and create their own pieces of music that represent animals Explain how they used the elements of music in their animal composition Continue to <i>develop</i> and <i>demonstrate</i> new rhythm patterns 	<p>Music Assessment: Composition – representing and communicating an animal</p> <p>Reflection and response</p>	<p>Week 8-9</p>
<p>Drama and Dance</p>	<p>Melodrama <i>Students will:</i></p> <ul style="list-style-type: none"> Learn a brief history of melodrama including the function and features of this style Improvise stereotypical good and evil characters Memorise lines Utilise both vocal and physical expression to <i>demonstrate</i> their understanding of the exaggerated acting style, stage presence, stock-character, relationships with other characters and interact with the audience Block and <i>direct</i> their scene by annotating their lines with appropriate stage directions including: movement and vocal choices Present a Melodramatic script in pairs Select stage set, props and costume to support their performance Learn about the three functions of Dance (Social, Artistic and Ritual) Focus on social dance, identifying key characteristics including influences, era and structure Learn and <i>participate</i> in social dances Identify features of social dance; movement, spatial elements, dynamic elements and form Choreograph a movement piece in small groups Present moment piece to an audience 	<p>Drama and Dance Assessment Performance</p>	<p>Week 8</p>
<p>Connect</p>	<p>Self-Awareness <i>Students will:</i></p> <ul style="list-style-type: none"> analyse the influence that choices have on developing personal qualities and character strengths and identify areas for growth analyse the influence of different factors and situations on their emotional responses celebrate 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. 		